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ABSTRACT

The prevocational curriculum guide is intended for use with upper-elementary and middle school mildly mentally handicapped children and focuses on three major domains: (1) daily living skills, (2) personal-social skills, and (3) occupational guidance and preparation. Introductory information defines the three domains and outlines the scope and sequence of the curriculum. Objectives are listed for the following goal areas: money skills, shopping, self help skills, communication, decision making, mobility, leisure skills, cooking, reading, community awareness, personal organization, sexual awareness, self-concept, interpersonal relationships, problem solving, awareness of authority figures, awareness of appropriate/inappropriate behaviors, career education, job preparedness, work-study habits, respect, simulated job tasks, job placement, and job safety skills. Specific program objectives are keyed to instructional activities for both upper elementary and middle school levels. Among appendixes are a report on statistics and factors associated with the employment of handicapped youth; a functional vocabulary list, a vocational vocabulary list, cooking terminology, a listing of recommended career education materials, and figures illustrating curriculum models. (DB)

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SPECIAL EDUCATION PREVOCATIONAL CURRICULUM GUIDE:

UPPER ELEMENTARY & MIDDLE SCHOOL

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Daily Living Skills



Personal - Social Skills



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**METROPOLITAN SCHOOL DISTRICT
OF LAWRENCE TOWNSHIP
Indianapolis, Indiana**

**Occupational
Guidance &
Preparation**

METROPOLITAN SCHOOL DISTRICT OF LAWRENCE TOWNSHIP
INDIANAPOLIS, INDIANA

A Pre-Vocational Curriculum Guide for Teaching
Upper-Elementary and Middle School Handicapped Students

Summer, 1986

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Often, vocational training for handicapped youths does not begin until approximately 15-16 years of age. Since many handicapped youths learn very slowly, common sense dictates that vocational experiences should begin early and continue through their school years. Early vocational emphasis does not mean that we put five year old children on job sites for training. It does mean that we select appropriate vocational objectives for training at each age level.

Wehman (1983)

On behalf of the Special Education Department of the Metropolitan School District of Lawrence Township, appreciation is extended to Paul Ash and the Instructional Materials Center staff, located at Butler University, Indianapolis for loan of materials and curriculum guides which have been invaluable in the research and final development of this document. Below is a list of the guides that have been utilized:

Special Education Elementary Career Guide, Houston Independent School District.
Curriculum Guide on Occupational Preparation for the Disadvantaged and Handicapped,
Department of Education, Tallahassee, Florida.
Taxonomy of Instructional Goals and Objectives for Developmentally Disabled Learners,
Indiana University, Field Test Edition.
Vocational Assessment Handbook, Riverside, California.
K-6 Prevocational Instructional Units, Champaign Community Schools, Champaign, Illinois.
Instructional Modules for a Vocational Curriculum, Kiski Area School District,
Vandergrift, Pennsylvania.
Career Development of Special Education Students, Department of Public Instruction, Iowa.
Independent Living Training: A Guide to Programming, Education Service Center, Region 10,
San Antonio, Texas.
EMR Guide, K-12, Clark County School District, Clark County, Nevada.
Vocational Resource Skill Guide for Special Students, K-12, Spartanburg-Cherokee County
Schools, South Carolina.
Becoming Independent: A Living Skills System, Edmark Associates.
IBAS: Vol. II, Edmark Associates.
Prevocational Community-Based Curriculum Guide Outline for Mentally Retarded Adults,
Marion County ARC, 1979.
Job Readiness Training Curriculum, Materials Development Center, University of Wisconsin.

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INTRODUCTION

In the 1970's mandated programs and services began to change significantly for handicapped students in public schools. Career education and vocational preparation options were introduced and a new direction in career education and vocational education has evolved. The White House Conference Report on Employment of the Handicapped has been instrumental in many of the Federal mandated programs established.

Historically, handicapped students have been introduced to career education options starting at the secondary level. Some students have been excluded even from secondary and post-secondary vocational training programs because many counselors and instructors underestimated student potential or doubted that such programs would successfully benefit their students. Only recently, in the 1980's, have many local educational agencies seen the need for expanded vocational training options for handicapped students. Many school districts are making a concerted effort to provide sequential career-vocational activities that begin in the early grades and progress through high school. This continuum of learning provides for a more realistic transfer of learning and facilitates better transition from academic instruction to vocational training at the secondary/post-secondary level.

P.L. 94-142 mandates that school districts develop an individualized education plan (I.E.P.) for each handicapped student. That I.E.P. includes career-vocational training, and for many students, skill acquisition at an early age is vital to their becoming vocationally literate by the time they reach the secondary level. One outgrowth of P.L. 94-142 is that school districts are identifying this need in their programming and developing curricula to meet this need. As more and more school districts develop long-range plans to meet the career-vocational training needs of elementary-middle school age handicapped students, we can expect to see a shift in the employment status and job tenure of handicapped youth, ages 18-25.

Definitions

A Curriculum Guide in Occupational Preparation for mentally handicapped youth is designed to shape the thinking and behavior of handicapped students so that they will develop the values and attitudes that are basic and necessary to the success of any worker. This Pre-vocational Curriculum Guide presents units of study by which students become better prepared for real life occurrences and occupational situations.

Presently in Canada, handicapped students are provided a combination of basic academic, life, and pre-vocational skills in the school system. Legislation supports vocational education in training for the mildly mentally handicapped student. For instance, P.L. 94-142 states that the term "special education" includes vocational education if it is designed to meet the needs of the student. Literature indicates that curricular interventions did help mildly mentally handicapped students find jobs as adults.

The world of work is the end product, but much can be done to establish work related habits and skills within the handicapped elementary/middle school age student. At these levels, the goals of this pre-vocational curriculum are to develop positive attitudes towards task completion, awareness of workers, and self worth. Many of these goals are fundamental elements in the basic philosophy of education. Thus, pre-vocational education is essential to the curriculum for each handicapped student.

The importance of early vocational training must be stressed for the handicapped pupil. An outgrowth of P.L. 94-142 was that some local education agencies have identified the career-vocational skills students need, and have developed curricula to use for instructional planning. Such is not the case in many of Indiana's school districts. Consequently, teachers may encounter difficulty in implementing a comprehensive vocational education program elementary through high school. In Lawrence Township we have identified this need and this Pre-vocational Curriculum Guide is the result of attempting to meet that need. The Guide is written to prepare each student to more fully take control over his/her own social/behavioral/occupational life.

Definitions:

A "curriculum" is the statement of the set of tasks and skills that anyone would have to learn in order to attain a goal or a set of goals. A "goal" is the end of instruction. Under P.L. 94-142, individualized educational programs are required to list goals in terms of what a learner is supposed to learn to do prior to the time his/her next individual program plan is developed (Haring, 1977). Such goals are always supposed to be attainable for the learner. A curriculum goal, on the other hand, is quite different since it is a statement of the end point of the curriculum. These goals do not have to be attainable in the near future: realistically, it may take many years for some developmentally disabled learners to reach a particular curriculum goal.

It is the intent of this pre-vocational curriculum to provide students with preparedness for vocational education.

Preparedness would include three major areas referred to as domains: daily living skills, personal-social skills, and occupational guidance and preparation. These domains will be outlined in the curriculum and presented in a unit study approach. Those persons who will be using this curriculum as a means of implementing each student's individual education plan will be given a description below of the three major domains:

1. Daily Living Skills - money skills, shopping skills, self-help skills, communication skills, decision making skills, mobility skills, leisure skills, cooking skills, reading skills: maps and menus, survival words, community awareness.
2. Personal-Social Skills - personal organization, schedule planning, leisure activities, sexual awareness, self-concept, interpersonal relationships: family, community, work; problem solving skills, communication skills, awareness of authority figures, awareness of appropriate and inappropriate behaviors (as related to: school, work, home, friends).
3. Occupational Guidance and Preparation - career education, job preparedness skills, personal and written data, telling time, communication skills, social skills, good work skills, work-study habits: attending, punctuality, responsibility work tolerance, direction retention/understanding, respect: job, co-workers, property, supervisors; simulated job-tasks, job application-interview placement, maintaining and keeping a job, job seeking skills: family and friends, employment ads, agencies, other, safety skills.

Since this Curriculum Guide is intended for use with Upper Elementary/Middle School age handicapped students, the following definitions for each group will be used.

Upper Elementary (Intermediate) - The intermediate level is characterized by students with chronological ages of nine to twelve years. At this level the child is becoming more socially and emotionally adjusted to academic work and peer relationships. He/she is physically more mature and ready to move toward occupational preparation and adjustment. The academic planning for this age student should emphasize mastery of basic skills, improved communication skills, increased independence of work-study skills and self-concept.

The classroom schedule can easily be designed to incorporate vocational preparation, as well as simulated work situations. This can be done as separate blocks of time set aside in the schedule, or by including the pre-vocational teaching activities into the existing academic and content areas. (This inclusion is known as "infusion"). Infusion refers to subject matter that is not taught as a separate subject. Rather, it is included in other academic and content areas as it relates.

Middle School (Middle School) - The middle school program is characterized by children whose chronological ages range from twelve to fourteen years. At this level the child begins to experience new adjustments in peer relationships, boy/girl relationships, academic responsibilities and sports participation. Many of the elementary skills in communication, self-concept and work habits have matured, and allows the student opportunities for first-hand job experiences. More emphasis will be placed on his/her ability to work with others; his/her punctuality; his/her appearance, trustworthiness, courtesy and enthusiasm; and his/her interest in available jobs.

The schedule for a middle school child should include vocational preparation and work simulation, as a part of the whole curriculum. A specified period of time may be set aside for unit instruction, or vocational activities may be incorporated into the academic and content areas as they relate. Mainstreaming into areas such as Home Economics or Industrial Arts should be included as part of a child's vocational preparation plan, where appropriate. The middle school student must be given the opportunity to increase his/her awareness and skill level development in all vocational

preparedness areas to build a more solid foundation for
secondary vocational instruction.

Scope and Sequence

Instructional goals and objectives for a Pre-Vocational Curriculum: Upper Elementary and Middle School Mildly Mentally Handicapped.

DOMAIN A

Daily Living Skills

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DOMAIN A (continued)

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DOMAIN A

Daily Living Skills

Daily Living Skills are necessary skills every handicapped student needs to learn to live independently and to functionally survive in society. Knowledge of safety, decision-making skills, cooking, effective use of leisure time and mobility are just a few of the many goal areas covered in this domain. Self-help skills, shopping skills, communication skills and community awareness are also covered in detail to help prepare the student to care for themselves, cooperate with others and assume responsibility in their community. Skill development in this domain will serve to enhance the remaining two domains, and pull together the "whole" child.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	1 Money Skills
GOAL OBJECTIVE	1.01 Identify Coins/Bills

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
1.01.01 Shown the coins: penny, nickel, dime, quarter, and half-dollar, the student is able to identify them orally by name.	Provide real coins for students to identify. Use money from the class bank (money students have earned as a class from various projects). Blindfold a student and ask him/her to identify the coin by touch.
1.01.02 Shown the bills: one dollar, five dollars, and ten dollars, the student is able to identify them orally by name.	Place the items that can be purchased on a table. Put a penny, a nickel, and a dime on the table. Ask each student to select one item and the correct coin. Discuss how the students can save money to buy wanted items (allowance, chores at home, etc.). Demonstrate the combination of coins that equal a nickel, dime, quarter, and half-dollar. Provide school bookstore materials for students to identify. Have students determine cost of each and select the correct coin amount.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	1 Money Skills
GOAL OBJECTIVE	1.02 Know Value of Coins/Bills

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
1.01.02 Shown the coins: penny, nickel, dime, quarter, and half-dollar, the student is able to identify and name the value of each.	Use a current newspaper and point out items that can be purchased with a combination of coins no greater than 50¢.
1.02.02 Shown the bills: one dollar, five dollars, and ten dollars, the student is able to identify and name the value of each.	Ask the student to select a coin from any arrangement of coins and state its value in cents.
1.02.03 Shown items that can be purchased at school, the student is able to select the correct coin with which to pay for each item.	Provide enough nickels, dimes, quarters, and half-dollars to be able to demonstrate how many of each make one dollar.
	Construct a play store as a class project. Use items relevant to the students' interest. Have the students take turns being storekeeper.
	Have the students write price tags for the items in the store using the correct money symbol (dollar, cent).
	Use money flash cards with another student.
	Practice counting money by pennies, nickels, dimes, quarters, and half-dollars.
	Provide empty containers each stamped with its selling price. Have students take turns calling the prices while the others write them down. Have them check their own lists by matching their listing to the items.
	Use the class store and have students practice buying, selling, and making change up to \$1.00.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	1 Money Skills
GOAL OBJECTIVE	1.03 Ability To Make Change

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
1.03.01 Student is able to make change from amounts up to \$1.00. 1.03.02 Student is able to differentiate correct amount of change from incorrect amount of change when receiving money from a purchase (of amounts up to \$1.00).	Practice making change up to \$1.00 with items in classroom to be purchased. Utilize the student store. Have students practice making the proper change. Increase difficulty to several items purchased with change required. Take a shopping field trip and/or a field trip to a restaurant to order a meal to give practical experiences in the use of money and making change.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	1 Money Skills
GOAL OBJECTIVE	1.04 Knowledge of Banking

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
1.04.01 Student is able to describe the function of a bank.	Discuss emergency situations that might necessitate borrowing money from a bank.
1.04.02 Student is able to describe the procedures for opening a savings account with a minimum of \$1.00.	Demonstrate on the blackboard or on transparencies how to compute interest. Have the students practice on the board before work sheets are used for drill exercises.
1.04.03 Student is able to name service options that banks provide: savings, checking, loans, credit, safety deposit boxes.	Take the students on a field trip to a bank or utilize school/class bank. Have the students deposit their first paycheck from their on-campus work experience. Explain the difference between savings and checking account procedures. Discuss the benefits of these kinds of accounts. Take the student on a field trip to a local bank. Use follow-up work sheets. Refer to <u>Our Working World</u>, SRA Book 2. As a class project construct and prepare a class bank. Have the students take turns being banker to keep simple savings account records, etc. Show the students samples of withdrawal slips, deposit slips, and checks.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

1 Money Skills

GOAL OBJECTIVE

1.05 Knowledge of Coin Operated Machines

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 1.05.01 Student will identify and name coin operated machines (pay telephones, vending machines, arcade, washing machines, stamp/change machines).
- 1.05.02 Student will name correct procedure to use coin operated machines.

Find pictures of coin operated machines in magazines and cut out.

Take students on field trips and let them use coin operated machines.

Have students make a checklist with names of coin operated machines. Give them two weeks to locate as many as possible and write down where it was located.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	1 Money Skills
GOAL OBJECTIVE	1.06 Money Management (Budget)

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
1.06.01 Given an amount of money, student will list ways to budget his/her money.	Discuss expenditures such as rent, food, clothing, gas, car payments, utilities that must be made each month and why each is necessary. Demonstrate on the blackboard or use transparencies. Use follow-up work sheets for drill. Provide opportunities for students to budget \$1.00 on food, school supplies, and other. Have students do a take-home assignment where they can win points toward a prize if they stay within their budget for a specified period of time (one week).

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

1 Money Skills

GOAL OBJECTIVE

1.07 Understanding Credit

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

1.07.01 Student will name types of credit and
how credit is used.

Have students role play applying for credit,
getting credit, and using it in a classroom
situation.

Have students participate in buying and selling
of items in classroom.

Have a guest speaker visit classroom and discuss
process of applying for and using credit.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	2 Shopping Skills
GOAL OBJECTIVE	2.01 Grocery Shopping

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.01.01 Student will name places to grocery shop in the community. 2.01.02 Student will prepare a grocery list. 2.01.03 Student will locate food items on a grocery list in a grocery store. 2.01.04 Student will describe check-out procedures for purchasing food items.	Provide each of the students with a list of items that may be purchased in different types of food stores. Have the students locate the items in the newspaper ads of various grocery stores. Take the students on a field trip to each of the food stores decided upon from the ads. Have the students price the items on their lists at each of the stores and compare the prices. After the field trip, compare prices and discuss the quality of food items and service that is available at each of the stores. Provide students with a grocery store in the classroom to purchase food items. The student will: compare prices of specific food items and locate the weekly food section in the newspaper. Provide students with magazines to cut up and paste food items in appropriate section as found in a grocery store (meat, frozen foods, dairy, etc.). Discuss with the class the classifications of foods found in the store such as meats, fruits.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	2 Shopping Skills
GOAL OBJECTIVE	2.02 Clothes Shopping

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.02.01 Student will name places to shop for clothes in the community. 2.02.02 Student will name appropriate times to shop/replace clothes. 2.02.03 Student will prepare a clothes list with values. 2.02.04 Student will describe check-out procedures for purchasing clothes items.	Prepare a shopping list in the classroom and take a field trip to the clothes store to purchase the items. Role play clothes buying in the classroom. Discuss consequences of shoplifting while clothes shopping. Participate in making a class scrapbook showing samples of various kinds of cloth. Listen to a story about how cotton is woven into cloth. Draw some of their favorite clothes items. Discuss the different kinds of clothing stores and the items sold. Discuss differences in sizes of clothing and importance of knowing the correct size. Collect newspaper advertisements and mail catalogs showing different kinds of stores selling clothes.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	2 Shopping Skills
GOAL OBJECTIVE	2.03 Leisure Shopping

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.03.01 Student will name ways to leisure shop.	Students will role play Christmas shopping.
2.03.02 Student will identify appropriate times to leisure shop.	Provide students the opportunity to "window brouse" in classroom without purchasing items named.
2.03.03 Student will differentiate between leisure shopping and loitering.	Provide students pictures of purchase items from Sears catalog and have students describe appropriate times to buy such items. Have students keep a chart on how often they leisure shop in one month's time.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	2 Shopping Skills
GOAL OBJECTIVE	2.04 Price Comparison

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.04.01 Given the same two items, student will differentiate on price and quality. 2.04.02 Student will identify lesser price of two items when shown purchasing tag. 2.04.03 Student will select items of same value when compared to items of a different price.	Provide pictures of purchase items from catalog and compare prices. Take students on a field trip to a local drugstore and make price comparisons.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	2 Shopping Skills
GOAL OBJECTIVE	2.05 Buying Appropriate Quantities

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.05.01 Student will describe appropriate quantities of items to purchase when given a list.	Have students make a list of items needed for personal grooming. Let them add the cost of buying "more" than what they need of each item (example: 2 toothbrushes, 2 tubes of toothpaste[large size]). In small groups, have students share what quantities are needed for: personal grooming, bath, meals, cleaning supplies, other. Provide a checklist to students and have them take it home to be filled out by parents(s).

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

2 Shopping Skills

GOAL OBJECTIVE

2.06 Purchasing Methods

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

2.06.01 Student will describe purchasing
methods of cash, credit, and layaway.

Make a chart showing the different ways we
purchase items and have students discuss it
and share their own experiences.

Provide role playing experiences for students
using each of the different purchasing methods.

Have students explain their reasons for
choosing a particular purchasing method over
another.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	3 Self-Help Skills
GOAL OBJECTIVE	3.01 Personal Hygiene/Grooming

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
3.01.01 Student will name reasons for importance of personal hygiene.	Cut out pictures of clothing and write a sentence about the care of these items.
3.01.02 Student will name characteristics of a well groomed person.	Have students make their own grooming kits. (Use shoe boxes).
3.01.03 Student will name materials necessary for grooming/hygiene.	Have students perform their grooming activities independently every morning.
3.01.04 Student will identify times, places, situations that personal hygiene/grooming are more important than others.	Invite a dentist as a resource person to demonstrate the proper care of teeth. (Refer to the Dental Health Association for resource person).
3.01.05 Student will discuss ways in which one's appearance is appropriate.	Have the school nurse demonstrate self-help skills such as washing the face, ears, neck, brushing teeth, shampooing and brushing hair.
3.01.06 Student will identify ways by which good personal hygiene improves one's health.	Include demonstrations and discussions on choice and care of clothing, and reasons for good grooming habits. Discuss with the school nurse and other classmates various hygiene methods of caring for: the body, the hair, the nails, the teeth. Participate in making a class outline showing the procedures for preventing tooth decay.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	3 Self-Help Skills
GOAL OBJECTIVE	3.02 Appropriate Table Manners

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
3.02.01 Student will name correct table manners while eating.	Explain how to set a table and use the silverware.
3.02.02 Student will identify poor table manners from a set of three role playing experiences.	Discuss with other classmates proper table etiquette such as chewing with mouth closed, keeping elbows close to the side.
3.02.03 Student will describe the relation of correct utensil usage to that of good table manners.	Role play with other classmates appropriate eating skills during cooking class.
3.02.04 Student will name ways in which good table manners improve self-esteem.	Cut out magazine pictures which show persons using appropriate table manners.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	3 Self-Help Skills
GOAL OBJECTIVE	3.03 Health Care

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
3.03.01 Student will list good health habits.	Discuss what would happen if <u>no</u> one would be vaccinated or have any immunization shots.
3.03.02 Student will name food that relates to maintaining good health.	Discuss the essentials for a restful night's sleep such as clothing, ventilation, darkness, quiet, and bedding.
3.03.03 Student will describe the importance of exercise and rest.	Discuss why some people need more rest than others. Emphasize that improper and inadequate rest may affect one emotionally, physically, and mentally.
3.03.04 Student will relate the importance of proper hygiene to good health.	Have the students record how many hours they sleep each night for a period of one week.
3.03.05 Student will state when it is necessary to seek medical assistance.	Relate to <u>Computational Skills</u> - <u>Telling Time</u> .
3.03.06 Student will identify health care products from a list of ten items.	Have the school nurse talk to the students about the purpose of vaccinations, antiseptics, sterilization, immunization, disinfectants, and isolation.
3.03.07 Student will describe basic first aid procedures.	Provide students with a worksheet to list health related illnesses and have students discuss measures of prevention.
3.03.08 Given opportunities for discussion of common illnesses, the student is able to name orally the common illnesses he/she has experienced and describe some of the symptoms.	Make a medical chart for the classroom of medicines or remedies for minor first aid accidents.
3.03.09 given visual aids describing ways to prevent the spread of germs, the student is able to name ways he/she can prevent the spread of germs.	

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

3 Self-Help Skills

GOAL OBJECTIVE

3.03 Health Care

Teaching Activities continued

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

Have the students take turns demonstrating/role playing the proper first aid method to be used in emergency situations such as the following:

1. heavy bleeding,
2. snake and insect bites,
3. choking,
4. suffocation,
5. burns,
6. shock,
7. cuts and abrasions,
8. sprains and broken bones,
9. heat exhaustion,
10. eye contamination,
11. electric shock, and
12. unconsciousness.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

4 Communication Skills

GOAL OBJECTIVE

4.01 Responding Appropriately

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 4.01.01 Student will respond orally when spoken to.
- 4.01.02 Student will respond in an acceptable tone of voice.
- 4.01.03 Student will speak slowly and distinctly.
- 4.01.04 Student will state proper courtesies in group conversations.
- 4.01.05 Student will identify inappropriate conversational behaviors when shown given examples through role playing.

Take the class on a walk through the school and observe various interactions between teacher/student, teacher/teacher, teacher/principal, custodian/principal, and others to note conversational responses.

Make a chart for the classroom to list verbal and non-verbal appropriate responses.

Tape record a role playing situation and let students listen to it afterwards to see if they noted any unusual responses.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	4 Communication Skills
GOAL OBJECTIVE	4.02 Knowledge of Personal Data

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.02.01 Student will orally give name, address, and phone number. 4.02.02 Student will name members of the immediate family. 4.02.03 Student will describe appropriate location of home.	Role play being lost, then found, by a policeman and giving the officer his/her personal data. Let students make "I'm Somebody Special" booklets and include name, address, telephone, birthday. Have students make a map of their community and put a star where their home is located.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

4 Communication Skills

GOAL OBJECTIVE

4.03 Asking for Assistance When Appropriate/Needed

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.03.01 Student will identify adult/authority figures to whom he/she may go for assistance or with a question.	Have students give examples of personal experiences and role play them. Role play new experiences and follow-up with discussion and questions/answers.
4.03.02 Student will name appropriate ways to ask for assistance.	
4.03.03 Student, when given a choice of three situations, will identify in which situation asking for assistance is appropriate.	
4.03.04 Student will name inappropriate ways to ask for assistance.	
4.03.05 Student will identify methods of seeking assistance when no immediate assistance is available.	
4.03.06 Student will list reasons for seeking assistance.	

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

4 Communication Skills

GOAL OBJECTIVE

4.04 Use of Telephone

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

4.04.01 Student will differentiate between the different types of phones in use.

4.04.02 Student will describe good telephone manners.

4.04.03 Student will discuss appropriate use of the telephone.

4.04.04 Student will name reasons for speaking clearly on the telephone.

4.04.05 Student will differentiate between the different phone books and their uses.

Role play telephone conversations and look for: good manners, clarity of voice, and taking a message.

Walk students through the school to see various kinds of phones and where they are located.

Let students take turns calling their mother or a friend. Tape record the conversation and play it back for assessment.

Play a pre-recorded tape of a phone conversation and have students point out errors.

Have a policeman or fireman visit the class and discuss using the phone in case of an emergency.

Demonstrate how to use the telephone directory. Have the students practice looking up various telephone numbers and addresses in the directory. Refer to Communication - Locating Information.

Demonstrate how to dial a telephone and make an actual call asking for information from a community agency. Use the office phone or one that is available.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

4 Communication Skills

GOAL OBJECTIVE

4.05 Basic Needs

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 4.05.01 Student will communicate basic needs orally.
- 4.05.02 Student will identify correct ways to communicate basic needs.
- 4.05.03 Student will name or list some of our basic human needs.
- 4.05.04 Student will name ways to meet or satisfy basic human needs.
- 4.05.05 Student will name reasons why basic needs must be met.

Discuss the following:

- A. Physical Needs of Man: food, water, air, exercise, sleep/rest, clothing, shelter.
- B. Cultural and Social Needs: friends, goals, chance to think and learn, feeling of accomplishment.

Identify such needs as love, security, and acceptance. Discuss ways to obtain these needs.

Make a list of needs and a list of wants.

List family needs and match needs to workers who fill those needs.

Interview community workers and ask them how they think they meet peoples' needs.

Identify which workers you would need to meet the needs of your family at home (plumber, carpet cleaner, milkman).

Discuss how people in a city work to satisfy community needs.

Discuss ways to obtain the basic needs.

Discuss what one would do and need if stranded with no possessions: on a desert island, snowbound, in a deep forest.

Cut out pictures from a magazine that show people meeting the three basic needs.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

4 Communication Skills

GOAL OBJECTIVE

4.06 Appropriate Language/Grammar

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 4.06.01 Student will list appropriate/
inappropriate types of language.
- 4.06.02 Student will list reasons for using
good grammar.
- 4.06.03 Student will describe good conversational
skills.

Role playing.

Tape recorded conversations.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	4 Communication Skills
GOAL OBJECTIVE	4.07 Group Conversation

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.07.01 Student will give reasons for participating in group conversation.	Role playing.
4.07.02 Student will list ways to participate in group conversation in a meaningful way.	Tape recorded conversations.
4.07.03 Student will list good conversational manners.	Take part in group discussions on selected topics. Discuss why it is important to contribute to the group discussion.
4.07.04 Student will list reasons for being a good listener in group conversations.	
4.07.05 Student will identify when/how to initiate conversation in a group discussion.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	4 Communication Skills
GOAL OBJECTIVE	4.08 Express Feelings

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.08.01 Student will name feelings he/she has experienced.	Discuss causes of various moods.
4.08.02 Student will describe how feelings affect our daily living, and how they relate to others.	Have students define sayings such as "grouchy as a bear", "happy as a lark", etc. Have students describe each other's moods.
4.08.03 Student will list ways to appropriately express his/her feelings.	Let students make a "Feelings Chart" for the classroom. Have each student choose a feeling and draw a face for it on the chart.
4.08.04 Student will list ways to express feelings other than through oral communication.	Find magazine pictures to cut out and paste on the "Feelings Chart".
4.08.05 Student will describe how he/she feels when happy, sad, discouraged, excited, confused, and lonely.	Play "Feelings" card game in which student draws a card with a social situation on it. Student will describe how he/she would feel in that situation. Draw facial expressions to show sadness, happiness, sorrow, and fright. Discuss how to express feelings in an appropriate manner.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	4 Communication Skills
GOAL OBJECTIVE	4.09 Recognize Emergency Situations

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.09.01 Student will name emergency situations.	Participate in a class discussion concerning the rules and regulations regarding fire and disaster drills as well as the procedure to follow when such drills take place. Write or tape an explanation of what to do in a fire drill. Make an "emergency card" listing of all the telephone numbers needed to get help in case of an emergency. The student may get assistance from home. Demonstrate how to report a fire using telephone equipment. Discuss the dangers involved in giving a false fire alarm. Discuss safety procedures when caught in a weather disturbance.
4.09.02 Student will describe an emergency situation.	
4.09.03 Student will list ways to react appropriately to an emergency situation.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	4 Communication Skills
GOAL OBJECTIVE	4.10 Conversational Constraints

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.10.01 Student will list ways to exercise conversational constraints. 4.10.02 Student will list reasons for conversational constraints.	Role playing. Tape recorded group sessions, as well as impromptu classroom teaching sessions.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	5 Decision Making Skills
GOAL OBJECTIVE	5.01 Personal

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
5.01.01 Student will identify and name decisions that are personal (not to be shared with others).	Have the students discuss times when they were worried or afraid, and ask what they did or could have done in that situation.
5.01.02 Student will give reasons why we make decisions.	Ask questions such as the following: 1. If you are ill, you should a. stay home in bed b. go to school c. go to the movies
5.01.03 Student will list kinds of decisions that are pertinent to his/her own health and welfare.	2. When you play with friends' toys, you should a. share with the others in the group b. damage the toys c. play with the toys without permission
5.01.04 Student will list the kinds of decisions that are related to peers.	3. If your mother tells you one thing and your friends tell you another, you should a. do as friends say b. do as mother says c. do as you wish 4. If you get a parking ticket, you should a. throw it away b. pay it before the due date c. go to court 5. If you go to a party and the people are participating in undesirable activities, such as smoking pot, you should a. participate in these activities b. remain at the party but not take part c. leave Let students take turns being the "teacher" for a half-hour and make teacher decisions.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	5 Decision Making Skills
GOAL OBJECTIVE	5.02 Family

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
5.02.01 Student will list the kinds of decisions that families make together.	Let students make a rank order chart showing who is the final authority in their house on decisions.
5.02.02 Student will differentiate between personal and family decision making.	Role play decision making situations in the family.
5.02.03 Student will give reasons why accepting family decisions is necessary.	In small groups, discuss the kinds of decisions children make that help the family. Make a classroom chart on "Accepting Parental Decisions". List on the chart decisions parents make that are in the best interest of the child and family.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	5 Decision Making Skills
GOAL OBJECTIVE	5.03 School

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
5.03.01 Student will identify school related decisions. 5.03.02 Student will discuss how personal decisions affect others at school. 5.03.03 Student will discuss consequences to decisions in school and their resulting behaviors. 5.03.04 Student will name school personnel available to help in decision making.	Identify a class or community problem and suggest several possible solutions. Discuss why an alternative to a problem is sometimes helpful, i.e. free driving. Select from a set of cards containing situations that may occur in the home or at school and suggest an alternative to the problem, i.e. you invite three people to a party and one calls to see if another person can attend. Role play decision making situations at school. Create a decision making situation and let three students offer three different decisions. Discuss each and assess.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	5 Decision Making Skills
GOAL OBJECTIVE	5.04 Job

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
5.04.01 Student will identify job related decisions.	Role playing situations on the job that require making decisions.
5.04.02 Student will discuss how job related decisions affect co-workers on the job.	Make a chart on "Consequences of Making Bad Decisions on a Job". List consequences an employee would face by making hasty decisions.
5.04.03 Student will discuss consequences to decisions on the job that affect work habits.	
5.04.04 Student will name job personnel available to assist in decision making.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	6 Mobility Skills
GOAL OBJECTIVE	6.01 Independent Travel

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
6.01.01 Student will identify methods of traveling independently.	Cut out pictures from magazines that show forms of independent travel.
6.01.02 Student will discuss cost involved in independent travel.	Let students take turns sharing ways they travel independently in their neighborhood.
6.01.03 Student will name places one would visit when traveling independently.	Make a safety chart for the classroom on "rule of safety for independent travel".
6.01.04 Student will list rules of conduct for passenger travel.	Play card game "Wrong Avenue" in which students select cards and read places to go in the neighborhood and choose mode of transportation that is: cheapest, quickest, slowest, most crowded.
6.01.05 Student will differentiate when/how to travel by him/herself.	
6.01.06 Student will list safety rules for independent travel.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	6 Mobility Skills
GOAL OBJECTIVE	6.02 Public Transportation

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
6.02.01 Student will list types of public transportation. 6.02.02 Student will list cost of using different kinds of public transportation. 6.02.03 Student will list choices of public transportation that are: expensive/inexpensive; slow/fast; close to home/far from home. 6.02.04 Student will give reasons for necessity of public transportation. 6.02.05 Student will identify types of public transportation he/she has used. 6.02.06 Student will describe methods of obtaining tickets for transportation.	Have a guest speaker from three transit systems come in to explain their mode of public transportation. Let students cut out magazine pictures of only those vehicles they have ridden in as fare-paying passengers. Participate in a class discussion stressing the importance of travel and transportation in our modern life, with all the travel we must do to get to work, to learn new ideas, to obtain and carry products from place to place, and to enjoy the pleasures of everyday living. Read stories about ways to travel in Indianapolis. Draw pictures and write stories about their favorite mode of transportation.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	6 Mobility Skills
GOAL OBJECTIVE	6.03 Procedures for Riding

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
6.03.01 Student will name conduct rules appropriate for public transportation. 6.03.02 Student will give reasons for following safety rules while riding. 6.03.03 Student will discuss consequences of not following safety rules in a public vehicle.	Role playing situations. In small groups, share riding experiences on public transportation vehicles. Have a guest speaker from Greyhound come to talk to the students.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	6 Mobility Skills
GOAL OBJECTIVE	6.04 Ability to Read Maps/Schedules

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
6.04.01 Student will identify a map from a choice of three items.	Bring maps and schedules in for students to examine.
6.04.02 Student will give reasons for using a map.	Make a map of community. Have students fill in locations of where they live, their school, and public offices.
6.04.03 Student will list places where maps can be obtained.	Visit drugstore, library, grocery store, and other public places to show students where maps can be obtained.
6.04.04 Student will identify a schedule (bus/train/plane) from a choice of three items.	
6.04.05 Student will orally read from a map or schedule and discuss information therein.	
6.04.06 Student will orally read a list of words taken from a map or schedule (vocabulary).	
6.04.07 Student will discuss proper uses of maps and schedules.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	6 Mobility Skills
GOAL OBJECTIVE	6.05 Problem Solving

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
6.05.01 Student will discuss problems related to community mobility.	Role playing situations.
6.05.02 Student will identify persons to whom they can seek counsel in solving problems of mobility.	Have students share own experiences.
6.05.03 Student will describe ways that maps and schedules can be used as problem solving agents.	Make a classroom chart titled "Problem Solving for Mobility". Have students draw pictures with captions stating common problems associated with transportation and ways to find a solution.
6.05.04 Student will role play different situations in which problems can arise, and discuss steps in solving the problem.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	6 Mobility Skills
GOAL OBJECTIVE	6.06 Travel Safety Procedures

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
6.06.01 Student will discuss and name travel safety procedures.	Make charts illustrating school safety rules.
6.06.02 Student will give reasons for travel safety.	Discuss the reasons for observing these rules at school and on the playground.
6.06.03 Student will role play travel safety procedures.	Suggest ways of improving safety in the school, classroom, and cafeteria.
6.06.04 Student will describe violations of travel safety.	Discuss safety rules when traveling to and from school such as: remembering not to play in the street, looking both directions before crossing a street, crossing a street only when the signal light is green.
	Discuss why we should obey traffic rules, even when the policeman is not present.
	Make a poster showing what happens when safety rules are not observed. Discuss the reasons rules are important in the prevention of personal injuries.
	Demonstrate, discuss, and have the student perform the safe ways of going up and down stairs, walking in corridors, and moving about in the cafeteria.
	Discuss and demonstrate the safe way of walking on a highway. Discuss reasons for wearing white at night, walking facing traffic, and the danger of hitchhiking.
	Have the students discuss accidents in which they or their families have been involved.
	Let the class discuss ways in which these accidents could have been prevented.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

6 Mobility Skills

GOAL OBJECTIVE

6.06 Travel Safety Procedures Teaching Activities continued

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

Discuss safety measures while riding city or school buses or bicycles. Talk about courtesy and consideration for others as contributing to safety. Have the class compose a self-rating safety list and check themselves for a certain period of time.

1. Playing near or on railroad tracks.
2. Walking on a highway.
3. Automobile accidents.
4. Accepting items such as money, candy, etc. from a stranger.
5. Playing at the swimming pools.
6. Playing near drainage ditches.
7. Accepting rides from strangers.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.01 Identify Leisure Activities

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.01.01 Student will name leisure activities he/she engages in.	Ask the student to name the leisure time activities he/she enjoys. Write the activities on the board as he/she names them. Discuss what activities are/are not beneficial and why.
7.01.02 Student will discuss leisure activities that he/she is not participating in.	Discuss benefits the student may derive from leisure time activities.
7.01.03 Student will differentiate between independent leisure activities and group participation.	Have students read newspaper listings to select television programs, movies, or other entertainment.
7.01.04 Student will name skills involved in various leisure activities.	Have students visit a hobby shop or craft center.
	Have students participate in a new long term leisure activity (example: weaving, pottery). Display their project at a class art/hobby show.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.02 Individual Recreation

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.02.01 Student will name types of individual recreation in which he/she engages.	Let students share own interests in individual recreation: bowling, tennis, reading, bike riding, other.
7.02.02 Student will list means of accessibility to recreation activities.	Have students choose an art media that can express their interest.
7.02.03 Student will name reasons for importance of independent recreation.	Have students role play "new" recreation activities that they must participate in for one week.
7.02.04 Student will discuss areas of cost, lessons, materials, other as related to individual recreation.	Utilize pictures out of magazines illustrating the many kinds of recreation individuals can engage in by themselves.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.03 Group Recreation

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.03.01 Student will name types of group recreation he/she is involved in (or has participated in at one time).	Have students discuss various groups parents and teachers may belong to within the community.
7.03.02 Student will name means of accessibility to group recreation functions.	Have students discuss with the class the various feelings one can have from joining a club.
7.03.03 Student will give reasons why group recreation is important for them.	Have students participate in a group activity and an individual activity and compare with regard to social contact, team-work, etc.
7.03.04 Student will discuss cost, lessons, materials, other as related to group recreation.	Play softball, kickball, basketball, etc., as a member of the class team. Have students begin a story (written or oral), then let the person next to them add the next line. Pass the story around until it is completed. Have students pick a new game and learn the rules. Play with a partner. Have students draw a poster with the rules for a game they have learned so a friend can learn it too. Have students keep a log of all the new activities tried. Include whether they enjoyed the activity and if it will be done again.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

7 Mobility Skills

GOAL OBJECTIVE

7.04 Assessment of Leisure Activities

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

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- 7.04.01 Student will assess the importance of leisure activities: individual/group.
- 7.04.02 Student will assess time involved, cost, materials needed, travel, and other as related to leisure activities.

Have students engage in a variety of leisure activities at school and home for one week. Then let students fill out a self-evaluation form on each activity: time spent, cost, travel, interest, materials/equipment, other.

Role playing situations.

Have students make folders on leisure activities and relate experiences to the P.E. teacher.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.05 Awareness of Social Events

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.05.01 Student will name social events he/she has attended.	Have students visit a park; tell where it is located; and what was done while there.
7.05.02 Student will name social events that are available in the community.	Have students visit a zoo and list some activities done while there.
7.05.03 Student will name places to go to attend social events.	Have students make a list of "fun places" to visit in the community and tell the major recreational activity.
7.05.04 Student will discuss cost, time, travel, and other as related to participating in social events.	Have students make a collage of long term leisure activities from craft catalogs, magazines, etc.
7.05.05 Student will give reasons for attending social events.	
7.05.06 Student will discuss rules of conduct, manners, and behavior appropriate to attending social events.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.06 Awareness of Community Events

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.06.01 Student will name community events he/she has attended (baseball game, opera, theater, band, etc.).	Have students make an "x" next to the things they would like to do with their family:
7.06.02 Student will give a list of community events in his/her own community.	_____ go to a baseball game
7.06.03 Student will name places where community events take place.	_____ go on a picnic
7.06.04 Student will discuss cost, time, travel, and other as related to attending community events.	_____ go ice skating
7.06.05 Student will give reasons for attending community events.	_____ go swimming
7.06.06 Student will discuss rules of conduct, manners, and behaviors appropriate to attending community events.	_____ go to a movie

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.07 Importance of Leisure Activities

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.07.01 Student will list reasons why leisure activities are important for himself/herself.	Make a notebook for students to write comments on each leisure activity they engage in for one week.
7.07.02 Student will name leisure activities that are important to himself/herself.	Work students hard for several hours, then give a break with leisure activities.
7.07.03 Student will list steps in assessing leisure activities.	Afterwards let them explain how leisure activities help us to relax and "unwind".
7.07.04 Student will list ways to identify new leisure activities in which to engage.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.08 Music

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.08.01 Student will name kinds of music he/she likes to listen to.	Use a tape recorder, record player and other audio equipmet to introduce students to a variety of music selections (classical, rock, western, country, disco, other).
7.08.02 Student will name different ways to listen to music.	Have students share experiences of when they like to listen to music and how music affects their moods.
7.08.03 Student will cite different kinds of audio equipment available for music enjoyment.	Plan a day when students can work with music going in the background. Discuss its affect.
7.08.04 Student will discuss the importance of music as a leisure activity.	Play a selection of music and have students draw a picture to fit its mood.
7.08.05 Student will name places to go to enjoy music as a leisure activity.	
7.08.06 Student will list ways he/she can participate in making "music" himself/herself.	
7.08.07 Student will list opportunities available for his/her involvement in music (i.e., band, lessons, choir, etc.).	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	8 Cooking Skills
GOAL OBJECTIVE	8.01 Plan Balanced Meals/Menus

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
8.01.01 Student will discuss the importance of meal planning.	Plan a menu for a period of one week with the students and prepare a list of items needed. Discuss each of the following:
8.01.02 Student will plan and prepare a menu for one meal.	1. foods that stay fresh,
8.01.03 Student will plan and prepare three menus for one whole day.	2. weights in which food is sold,
8.01.04 Student will discuss the importance of nutrition in menu planning.	3. sizes of cans or containers,
8.01.05 Student will discuss incorporating leftovers into meals.	4. grades/quality of meats/eggs,
8.01.06 Student will discuss cost as a factor in menu selection.	5. brand names,
8.01.07 Student will orally read food terminology and vocabulary (see Appendix).	6. how to buy on a budget,
	7. seasonal foods and prices, and
	8. how often to buy.
	Have the students make picture charts illustrating the four basic food groups.
	Display pictures of people suffering from severe malnutrition.
	Have students keep a list of all the things they eat during one entire day. Have them evaluate what they have eaten in terms of the four basic food groups.
	Let students plan one "menu" for cooking class and assess its nutritional value.
	Go to several restaurants in the city and gather menus to have the students look at and note nutritional value of meals.
	Have students plan a simple well balanced breakfast menu. Have students prepare and serve their menu. Relate to <u>Social Living</u> .

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

8 Cooking Skills

GOAL OBJECTIVE

8.01 Plan Balanced Meals/Menus Teaching Activities continued

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

Have students discuss the need for washing fruits and vegetables before cooking or eating them.

Have students discuss kitchen safety (use of knives, matches, hot utensils, etc.).

Have students make a chart listing the Do's and Don'ts of kitchen safety.

Have students participate in a class discussion on the importance of maintaining a clean food preparation area.

Have students evaluate menus presented on file cards and discuss why they were chosen as "good" or "bad" menus.

Have students make a poster showing foods that help us grow and keep healthy, and foods that supply energy.

Have students make a list of reasons why well balanced meals are important.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	8 Cooking Skills
GOAL OBJECTIVE	8.02 Meal Preparation

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
8.02.01 Student will list things to do before beginning a meal: wash hands, gather materials, prepare stove, etc.	Present the Four Basic Food Groups to the class by showing chart illustrations of each group. Emphasize the necessity of including some food from each group in meals every day.
8.02.02 Student will discuss the steps in cooking, baking, frying, and boiling.	Provide worksheets where students match food item to correct food group.
8.02.03 Student will give reasons for thawing food before cooking.	
8.02.04 Student will discuss the necessity of monitoring the cooking from start to finish.	
8.02.05 Student will discuss safety rules involved in meal preparation.	
8.02.06 Student will discuss food storage and leftover quantities.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	8 Cooking Skills
GOAL OBJECTIVE	8.03 Meal Clean-Up

PROGRAM OBJECTIVES

8.03.01 Student will discuss the following:
 clear table, clean table, scrape food
 off plates, use dishwasher or sink for
 dishes, wipe up (counter, sink, table),
 and put cleaning materials away.

TEACHING ACTIVITIES

Utilize cooking class to go over meal clean up
 procedures.

Have students share own experiences from home.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	8 Cooking Skills
GOAL OBJECTIVE	8.04 Food Storage

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
8.04.01 Student will list types of containers for food storage. 8.04.02 Student will list foods that are stored in a dry location; cold location, either. 8.04.03 Student will list reasons for food storage. 8.04.04 Student will discuss food bags and twist ties; give reasons for storage being "air tight". 8.04.05 Student will define spoilage and how food spoils without proper food storage.	Bring food containers to school to demonstrate the difference in sizes, in brand names, and to practice reading labels. Have students discuss with their parents procedures used to correctly store foods. Have students cut out pictures showing how food is commercially stored.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	8 Cooking Skills
GOAL OBJECTIVE	8.05 Knowledge of Utensils/Cookware

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
8.05.01 Student will name utensils and cookware.	Have students make a list of appliances found in the home.
8.05.02 When given a food item, student will select proper utensil.	Have students discuss the necessary steps to use in cleaning a refrigerator and stove and demonstrate y practice, if possible. Stress the importance of regular and frequent cleaning.
8.05.03 Student will discuss proper care and handling of utensils.	
8.05.04 Student will discuss steps to use: can opener, (electric and manual), toaster, mixer, and hot plate.	
8.05.05 Student will discuss safety in using utensils - knives and peelers.	
8.05.06 Student will give reasons for unplugging electric appliances when not in use.	
8.05.07 Student will demonstrate proper care of utensils/cookware.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	8 Cooking Skills
GOAL OBJECTIVE	8.06 Safety

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
8.06.01 Student will discuss safety rules in all aspects of cooking: preparation, cooking, and clean up.	Utilize cooking class to give examples of cooking safety while students are engaged in actual food preparation.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

8 Cooking Skills

GOAL OBJECTIVE

8.07 Cooking Terminology

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

8.07.01 Student will orally read words from
Cooking Terminology Sheet (see Appendix).

8.07.02 Student will discuss words and their
uses.

Use words from Cooking Terminology Sheet (see
Appendix) to make flash cards and sentence
cards for students.

Let students make a notebook of pictures they
cut out from magazines showing some of the
cooking words in action.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	9 Reading Skills
GOAL OBJECTIVE	9.01 Survival Words

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
9.01.01 Student will orally read and discuss words from Survival List (see Appendix).	Put survival words on wall in classroom and have students read through them everyday before going to lunch.
9.01.02 Student will relate through role playing the meaning of certain survival words/phrases.	Take a field trip into the community and point out survival words on signs and billboards.
9.01.03 Student will use the words correctly in sentences.	Role play situations in which certain survival words would be appropriate (i.e., keep out, out of order).
9.01.04 Student will discuss areas of location by which the survival words/phrases can be found.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	9 Reading Skills
GOAL OBJECTIVE	9.02 Newspaper/magazines

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
9.02.01 Student will discuss contents of a newspaper and a magazine.	Have students bring in a newspaper (or order some) and highlight parts of the paper they are familiar with.
9.02.02 Student will list reasons for reading a newspaper or a magazine.	Make a list of magazines that students take, or their parents take, and bring in examples of each.
9.02.03 Student will become acquainted with the mechanics of making a newspaper or a magazine.	Let students take one social studies period to "make a newspaper". Have them take copies home to parents. (A possible long-range goal might be to put out a classroom paper once a month).
9.02.04 Student will give reasons for using newspaper/magazine reading in leisure activity.	Have students make a list of times they enjoy sitting down to look at a magazine.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	9 Reading Skills
GOAL OBJECTIVE	9.03 Dictionary/Encyclopedia

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
9.03.01 Student will discuss when a dictionary/encyclopedia is to be used.	Ask students to tell you what they know about a specific subject or something that is of interest to the class, e.g., space travel. Lead them into wanting to know more about the subject.
9.03.02 Student will demonstrate how a dictionary/encyclopedia is to be used.	Discuss sets of encyclopedias and their content. Explain that information is presented in reference books under different topics and that topics are usually listed in the back of the books in alphabetical order.
9.03.03 Student will name where dictionaries can be found.	Have students examine books to see how the individual books in a set of reference books are also in alphabetical order.
9.03.04 Student will give examples when a dictionary is to be used in the classroom.	
9.03.05 Student will cite examples of when to seek assistance in using a dictionary/encyclopedia.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	9 Reading Skills
GOAL OBJECTIVE	9.04 Community Information Reading

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
9.04.01 Student will give examples of signs, billboards, and bulletins in the community he/she has seen.	Take a field trip to point out signs and billboards in the community.
9.04.02 Student will give reasons for attending to and reading signs, billboards, and bulletins.	Find magazine pictures showing signs (speed signs, stop signs, curve ahead, directions). Have students cut them out and make a "Community Sign Awareness" notebook.
9.04.03 Student will list reasons why people/ companies advertise with signs, billboards, and bulletins.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	9 Reading Skills
GOAL OBJECTIVE	9.05 Leisure Reading

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
9.05.01 Student will name books, magazines, other reading materials he/she engages in for leisure reading.	In small groups, read material related to students' interest. Ask questions and discuss events that took place in the story. Later, tape stories on the recorder and have them answer short questions.
9.05.02 Student will cite reasons for leisure reading.	Show a film/filmstrip. Discuss the main idea of the film.
9.05.03 Student will explore various kinds of materials available for leisure reading.	Prepare a library table with books of interest for the reader and the non-reader. Keep the table interesting and attractive. Keep picture books and books of high interest and low vocabulary available to the class at all times.
9.05.04 Student will demonstrate the ability to engage in leisure reading in the classroom.	Have students make booklets and design the cover. Have students copy stories from large manuscript experience charts.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

9 Reading Skills

GOAL OBJECTIVE

9.06 Vocational Terminology - Job Application

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

9.06.01 Student will orally read words from
Vocational Terminology Sheet (see
Appendix).

During Pre-Vocational instruction time,
students can read words, make sentences for
words, and describe how words relate to a job.

Have students role play being a "teacher".
Discuss which vocational words relate to a
teaching job.

Have students (with the help of teacher)
construct a job application and determine which
words and phrases are important and necessary
for one to know.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	10 Community Awareness
GOAL OBJECTIVE	10.01 Ability to Identify Community Resources

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.01.01 Student will name community resources available.	Discuss the community services/recreational activities that are available in the areas that are most relevant to the students in the class. Write the name on the board and have the students look up the address in the phone book. Have the student locate each on a map of the neighborhood/community.
10.01.02 Student will list ways to contact community resources.	
10.01.03 Student will tell how/why community resources are to be used.	Have students use the telephone book to locate the name and phone number for agencies who may assist in solving problems, i.e., health, finding a job, and recreation.
10.01.04 Student will name location of community resources.	Have students visit a community service agency or ask a representative to discuss their services with the class.
	Write a letter to a community service agency to obtain information about services rendered.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	10 Community Awareness
GOAL OBJECTIVE	10.02 Community Responsibilities

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.02.01 Student will identify what his/her community responsibilities are. 10.02.02 Student will give reasons for community responsibilities: vote, draft, jury duty, other.	Have students read stories, songs, and patriotic poetry to help develop respect for and loyalty to our flag and country. Have students identify pictures of the flag. Have students recite and memorize the Pledge of Allegiance. Have students make a drawing of citizens showing responsibilities to the community or other citizens, i.e., observing traffic rules. Ask students the following questions: 1. Do people who live in a neighborhood have certain rights as citizens and members of that neighborhood? 2. What are their rights? a. What rights do your parents have? b. What agency protects people's rights? c. What would it be like if no one had any rights at all? d. Do all members of the neighborhood have the same rights? Show a film regarding the various rights people have as neighbors and citizens of a community.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	10 Community Awareness
GOAL OBJECTIVE	10.03 Service To Community

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.03.01 Student will list ways of serving the community.	Have students discuss ways in which they can become a volunteer. (Example: passing out leaflets, participating in a walk-a-thon).
10.03.02 Student will give reasons for service to the community.	Have students list and discuss the volunteer jobs possible within the school.
10.03.03 Student will cite examples of his/her own service to the community.	Have students participate in a volunteer activity in the school such as library helper, messenger. Have students interview a parent or school personnel to ask what personal rewards are obtained in their jobs.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

10 Community Awareness

GOAL OBJECTIVE

10.04 Necessity of Laws and Regulations

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.04.01 Student will name laws and regulations that apply to: community, school, public transportation, public facilities.	Have students role play a way that citizens can influence their political representatives to make laws for meeting their needs.
10.04.02 Student will list consequences of violating the law.	Have students discuss the difference between the people who make laws and the people who enforce them.
10.04.03 Student will give reasons for obedience to the law.	Have students compile a booklet entitled "Rules We Follow". Divide into sections to list family rules, classroom rules, and some community rules.
10.04.04 Student will relate obeying laws to public safety.	Have students discuss the sections of the book "Rules We Follow" to show the need for cooperation in family, school, group, and community living.
10.04.05 Student will list steps in reporting illegal acts: stealing, disturbing the peace, vehicle theft, other.	Have students discuss laws with which the students are familiar. Relate to school laws. Take the students on field trips to law enforcement agencies.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	10 Community Awareness
GOAL OBJECTIVE	10.05 Appropriate Interactions with Others

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.05.01 Student will describe appropriate behaviors when interacting with others. 10.05.02 Student will cite reasons for: not himself/herself in public, not flirting or interacting with strangers, not hitting or grabbing others, not displaying inappropriate affection, never leaving home without telling parent where they are going.	Utilize pictures in a text or make a visual chart depicting neighbors helping each other. Have students discuss "who, what, and why" seen in the pictures. Have them relate ways in which they and/or their parents help their own neighbors. Take students on a walk around the neighborhood near the school. Have them take pictures of areas that are neglected that could be improved by a united effort of the class. Discuss why these neglected areas should be cleaned up. As a follow-up, the students could participate in the actual clean up work and then take pictures for comparison. Have students participate in planting trees, shrubs, etc., around the school and care for them throughout the year. As a bulletin board project, have students indicate their homes with map pins on a city map. Yarn streamers can be added leading to tags on which each student's name and address is written.

DOMAIN B

Personal-Social Skills

In this domain, handicapped students will become prepared to deal with personal problems, self-concept, interpersonal relationships and sexual awareness. For many handicapped students, conflict resolution is necessary for their learning to adjust to many of life's complex situations and circumstances. Learning appropriate/inappropriate behaviors will help shape a student's personality and prepare him to meet the demands of interpersonal relationships on a job. A section on personal organization is also included to guide the student through an understanding of the importance of responsibilities, schedules, and care for personal possessions.

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	11 Personal Organization
GOAL OBJECTIVE	11.01 Responsibility for Own Possessions

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
11.01.01 Student will identify own possessions and give reasons for personal care.	Play a game called "Let's Lose My Money". Have students name all the ways they can think of to lose their money.
11.01.02 Student will list steps in being responsible for his/her own belongings.	Make a chart for the classroom stating rules for taking care of own possessions.
11.01.03 Student will demonstrate being responsible for his/her own belongings and possessions.	Participate in a scavenger hunt in the classroom to see if anyone's possessions are missing.
11.01.04 Student will demonstrate an ability to seek assistance in locating a personal item that is lost or stolen.	Let students decide ways to organize the classroom and own personal desks for better organization.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

11 Personal Organization

GOAL OBJECTIVE

11.02 Organization of Personal Belongings

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

11.02.01 Student will demonstrate how to organize personal belongings.

Have students share how they stay organized at home and at school.

11.02.02 Student will give reasons of importance for organization of personal belongings.

Give out a "Neat Nick" award to the student who shows the best organization of his/her own personal belongings for one week.

Role play how easy it is to become disorganized, and then how to re-organize personal belongings back into a neat, orderly appearance.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

11 Personal Organization

GOAL OBJECTIVE

11.03 Organization of Living Quarters

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 11.03.01 Student will give reasons to keep own room organized and neat.
- 11.03.02 Student will discuss his/her role at home in helping parents keep home tidy and in order.
- 11.03.03 Student will make a chart to keep at home as a reminder of their organizational responsibilities.

Divide the class into two groups and have each group construct a chart illustrating the maintenance and care of a house. Have one group show the inside maintenance and the other group the outside.

Discuss the student's role in the care and maintenance of a house.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

11 Personal Organization

GOAL OBJECTIVE

11.04 Schedules

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
11.04.01 Student will list reasons for making and following a schedule.	Have students make a schedule to follow for one day.
11.04.02 Student will demonstrate the ability to make a schedule.	Let students experiment making different kinds of schedules, and problem solving time conflicts within the schedule.
11.04.03 Student will discuss the different kinds of schedules we follow: home, work, play.	Discuss what a classroom would be like without a daily schedule.
11.04.04 Student will learn to read a schedule orally.	Prepare a bulletin board in which the students make a schedule for one school day, any way they'd like.
11.04.05 Student will discuss how schedules can be changed without frustration.	

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

12 Sexual Awareness

GOAL OBJECTIVE

12.01 Awareness of Relationships

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

12.01.01 Student will discuss different kinds of relationships: friends, dating, marriage, family.

12.01.02 Student will discuss his/her role in each given relationship.

12.01.03 Student will give examples of ways to establish new relationships.

Make a chart called "Relationships". Put it up, have students list kinds of relationships and what makes them special.

Play the game "New Friends". Have students take turns meeting "Robby", the new boy/girl in the neighborhood.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

12 Sexual Awareness

GOAL OBJECTIVE

12.02 Understanding of Feelings and Emotions

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

12.02.01 Student will give examples of feelings and emotions he/she has had towards the opposite gender.

12.02.02 Student will name persons he/she can confide in with feelings or emotions.

12.02.03 Student will discuss ways to share feelings and emotions.

Refer to Objective 4.08

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	12 Sexual Awareness
GOAL OBJECTIVE	12.03 Puberty

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
12.03.01 Student will define the terms "boy", "girl", "male", and "female".	Let students discuss male/female sexuality.
12.03.02 Student will discuss the aspects of puberty.	List changes in male/female as he/she grows older.
12.03.03 Student will state ways in which puberty affects: body size, voice, emotions, self-image, interest in the opposite gender.	Let the school nurse visit the classroom and talk about puberty with the students.

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	12 Sexual Awareness
GOAL OBJECTIVE	12.04 Dating

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
12.04.01 Student will define dating and give reasons for dating.	Make a classroom chart on "Rules for Dating". List different reasons why people date, how they date, appropriate appearance/grooming on a date.
12.04.02 Student will discuss different types of dating.	Let students share own experiences of fondness towards the opposite sex and how it affects them emotionally.
12.04.03 Student will discuss the effects of dating on his/her personal/social life.	List places a couple could go on a date (age appropriate). Discuss time involved, cost, and transportation.
12.04.04 Student will name appropriate ways to initiate dating.	Play a game called "Who Should I Date?". List characteristics, interests, and personal information on three persons of the opposite sex and let student choose who he/she thinks might be a good date candidate.
12.04.05 Student will be able to differentiate between dating and friendship.	

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	12 Sexual Awareness
GOAL OBJECTIVE	12.05 Good Touch - Bad Touch

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
12.05.01 Student will explain "good touch - bad touch".	Have students present skits in which an adult stranger offers money to a student and suggests that he/she accompany him. Demonstrate proper way to refuse such attention. Suggest that students talk to younger siblings about this. Invite a representative from the sheriff's office to discuss these safety practices and show available films.
12.05.02 Student will role play "good touch - bad touch".	
12.05.03 Student will determine areas of "good touch - bad touch".	
12.05.04 Student will give examples of own situations where "good touch - bad touch" was experienced.	
12.05.05 Student will name persons to whom they can go to tell about their personal experience.	

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

12 Sexual Awareness

GOAL OBJECTIVE

12.06 Distinguish Between Intimacy and Friendly Affection

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

-
- 12.06.01 Student will discuss aspects of friendly affection.
- 12.06.02 Student will name persons who might be intimate towards one another.
- 12.06.03 Student will discuss kinds of affection he/she shows towards: parents, siblings, peers, adults.
- 12.06.04 Student will state ways in which affection versus intimacy affects their social/emotional behavior.

General conversation.

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	13 Self-Concept
GOAL OBJECTIVE	13.01 Dealing with Criticism

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
13.01.01 Student will give examples of positive criticism and negative criticism. 13.01.02 Student will give examples of being criticized by others. 13.01.03 Student will discuss the feelings and emotions that result from being criticized. 13.01.04 Student will name ways to affectively deal with criticism. 13.01.05 Student will demonstrate appropriate ways to criticize others.	The student will: 1. Discuss why criticism is needed. 2. Prepare with the class some sample statements to indicate criticism. 3. Role play appropriate behavior (a criticism-completing the assignment on time).

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	13 Self-Concept
GOAL OBJECTIVE	13.02 Understanding of Personal Strengths

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
13.02.01 Student will identify own personal strengths.	Make an interest graph and rate levels of interests: _____ sports _____ school _____ music
13.02.02 Student will give reasons how personal strength helps one's self-image.	
13.02.03 Student will be able to make distinctions between his/her own personal strengths and the strengths of others.	Have students keep a daily diary of activities they are proud of.
13.02.04 Student will demonstrate how personal strengths can be used to compensate for weaknesses.	Have students play a card game called "Honor Roll" in which they draw a card and read the subject on it. They discuss whether that area of their life is a strength or weakness.
13.02.05 Student will discuss how personal strengths can be used as a service to others.	Administer a student self-attitude and personality check list with ratings from one to five. Discuss in small groups or individually. Provide a self-evaluation check list to be administered during an individual conference. Ask questions such as "What do you like to do best?" "What do you do best?" The student will: 1. Write a short paragraph telling why he/she is important to himself/herself and others. 2. Role play an activity that gave him/her a "good" feeling about himself/herself. 3. Describe how he/she felt when he/she received a compliment from his/her parent or teacher for a good job performed. 4. Make a drawing of himself/herself interested in a hobby or favorite pastime activity.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

13 Self-Concept

GOAL OBJECTIVE

13.03 Personal Appearance

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 13.03.01 Student will describe attributes of good appearance.
- 13.03.02 Student will relate personal appearance to self-image.
- 13.03.03 Student will demonstrate ability to maintain good personal appearance.
- 13.03.04 Student will discuss importance of personal appearance in making new friends.
- 13.03.05 Student will state the necessity for a good appearance to become a daily habit.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

13 Self-Concept

GOAL OBJECTIVE

13.04 Increasing Independence

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

-
- 13.04.01 Student will discuss ways in which he/she exercises independence (away from adults).
- 13.04.02 Student will list ways to become more independent.
- 13.04.03 Student will list ways the independence increases self-esteem and social maturity.
- 13.04.04 Student will list ways to be independent: at home, at school, in the community, on a job.

Praise the student when he/she makes self-improvements.

Let each student make a "Superman Notebook" noting what their strengths are.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

13 Self-Concept

GOAL OBJECTIVE

13.05 Express Feelings of Worth

PROGRAM OBJECTIVES

- 13.05.01 Student will orally express things he/she likes about himself/herself.
- 13.05.02 Student will give reasons for sharing feelings of self-worth.
- 13.05.03 Student will demonstrate what kinds of feelings to share.
- 13.05.04 Student will be asked to orally share feelings of self-worth once a week.

TEACHING ACTIVITIES

For one week have students share self-worth every day before school. Encourage other students to offer praise and congratulations.

Make a chart of "Dreamy Dan" whom no one likes. List reasons why he's down on himself and why people avoid him.

Have students compare their feelings of self-worth to those of other students in the classroom.

Tape record a session of "I'm important because.." and play it back to the student's parents at conference time.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

14 Interpersonal Relationships

GOAL OBJECTIVE

14.01 Family

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 14.01.01 Student will discuss role as a family member.
- 14.01.02 Student will give reasons for family structure and cooperation.
- 14.01.03 Student will share what makes his/her family special.

Provide work sheets such as the following: (fill in the blank with the name of the person who does the given chore:)

- _____ buys the groceries
- _____ cooks the meals
- _____ washes the dishes
- _____ cleans the floors
- _____ mows the lawn
- _____ empties the trash

Emphasize to the student that the family is the "training ground" for his/her character.

1. Parents are not being unkind when they scold you. This is done because they love you and want to see you succeed.
2. People who learn to help others and to be kind early in life find life more pleasant and enjoyable than those who are selfish and expect everyone to fulfill their wishes.
3. Many homes are not as happy as they could be, but we can always do our best to make our home and family better.

Have the students make a chart illustrating the various duties he/she is responsible for in his/her home. Have students name duties of each member of the family.

Have students compare their responsibilities to those of other students in the classroom.

Have students discuss situations in their homes that bring comfort and pleasure as well as displeasure (food, television, dog, bathing).

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

14 Interpersonal Relationships

GOAL OBJECTIVE

14.02 Community

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 14.02.01 Student will identify in what interpersonal relationships he/she is now engaged.
- 14.02.02 Student will name ways to initiate making new interpersonal relationships.
- 14.02.03 Student will discuss ways to resolve conflict in interpersonal relationships.
- 14.02.04 Student will discuss ways of maintaining good interpersonal relationships.

Have the students:

1. Make experience charts telling the importance of showing consideration for the other fellow.
2. List some of the important ways in which courteous individuals show consideration for others.
3. Make a scrapbook illustrating characteristics of a friend (example: Keep only the things that belong to you. Honesty is the best policy. Return the things you borrow. Share with others).
4. Illustrate ways to have more friends such as: respecting adults, having a pleasant look on your face, talking about interesting things, keeping own property neat in appearance, cooperating with community helpers.

Discuss reasons for cooperation and sharing of responsibilities.

Have students discuss with class ideas they have learned from peers.

Have students draw a picture of something they have learned from a peer and hang it on a bulletin board labeled, "Thank You".

Have students identify the consequences of two persons having opposite values trying to work together.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

14 Interpersonal Relationships

GOAL OBJECTIVE

14.03 Work

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 14.03.01 Student will discuss how to relate to:
co-worker, supervisor, employer.
- 14.03.02 Student will identify ways to make/and
keep friends at work.
- 14.03.03 Student will discuss ways to resolve
conflicts with: co-workers, supervisor,
and employer.

Have the student:

1. Develop with the class an accordinian chart to show the need for mutual cooperation and interdependency of people.
2. Demonstrate how rules, customs, and laws relate to homes, schools, games, groups, and communities. Display pictures, drawings, and explanatory notes on the chart.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

15 Problem Solving Skills

GOAL OBJECTIVE

15.01 Define the Problem

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

15.01.01 Student, when given a conflict situation, will define the problem first before attempting to find ways to solve it.

15.01.02 Student will list steps necessary in defining a problem: what, why, who, how.

15.01.03 Student will give reasons for defining a problem.

15.01.04 Student will list resources that can give assistance in defining a problem.

Role playing situations.

Discuss common everyday problems that youngsters face, and what solutions are available.

Make a wall chart listing procedures to handle problems and conflicts.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

15 Problem Solving Skills

GOAL OBJECTIVE

15.02 Identify Possible Solutions

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

-
- 15.02.01 Student, when asked to solve three problems, will give as many possible solutions as he/she can.
- 15.02.02 Student will give reasons for solutions he/she has named.
- 15.02.03 Student will assess the effectiveness of solutions drawn by a group of students after a role playing experience.
- 15.02.04 Student will be made aware that some solutions are neither good or bad, but necessary.

Play a card game called, "Wrong Choice". Draw a card from the pile and read it as a possible solution to a given situation. Discuss whether it is a good solution or not.

Role playing activities.

Share own personal experiences.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

15 Problem Solving Skills

GOAL OBJECTIVE

15.03 Assessment of Choices

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

-
- 15.03.01 Student will describe how to assess choices in problem solving.
- 15.03.02 Student will give reasons why it is important to make assessments.
- 15.03.03 Student will demonstrate ability to assess choices of problem solving through role playing experiences.

Have a structured discussion period of fifteen minutes each morning (or two or three times each week) at which time the group can discuss social problems arising at school or at work.

Cite a problem such as:

What alternatives do you have if:

1. someone continually picks on you
2. someone steals your lunch money
3. you lose your lunch money
4. you are lost within the city limits

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	15 Problem Solving Skills
GOAL OBJECTIVE	15.04 Assistance

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
15.04.01 Student will identify when assistance is needed in problem solving.	Make a wall chart for the classroom listing persons who can help with solutions or problems.
15.04.02 Student will name persons/resources to go to for assistance.	Role playing situations.
15.04.03 Through role playing situations, student will demonstrate proper way to seek assistance in solving a problem.	Have students relate experiences in which they have assisted another person.
15.04.04 Student will demonstrate how he/she can offer assistance to another person in solving a problem.	

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

16 Awareness of Authority Figures

GOAL OBJECTIVE

16.01 Name Authority Figures

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 16.01.01 Student will give names of authority figures.
- 16.01.02 Student will make distinctions between an authority figure from one not in authority.
- 16.01.03 Student will discuss how authority figures can be helpful.
- 16.01.04 Student will relate his/her own experiences with authority figures.

Have students make a notebook and keep names of authority figures.

Cut and paste pictures of authority figures from magazines into notebook.

Discuss personal experiences with authority figures.

Have authority figures from the community come in to talk to the students.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

16 Awareness of Authority Figures

GOAL OBJECTIVE

16.02 Roles of Authority Figures

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 16.02.01 Student will explain roles of different authority figures.
- 16.02.02 Student will be made aware that all authority figures have other lives to lead.
- 16.02.03 Student will role play being an authority figure.
- 16.02.04 Student will explain the role of authority figures and how it relates to community harmony, safety, order.

Have authority figure from the community come to the classroom to explain his/her role and purpose.

Let students take turns role playing different authority figures.

Discuss what their community would be like if there were no authority figures. If there were too many authority figures.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

16 Awareness of Authority Figures

GOAL OBJECTIVE

16.03 Respect for Authority Figures

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
16.03.01 Student will describe what "respect" means and relate it to authority figures.	Make a classroom chart listing authority figures and ways to show them respect.
16.03.02 Student will give reasons for respect.	Role playing situations.
16.03.03 Student will list verbal and non-verbal ways of showing respect to authority figures.	Small group discussions.
16.03.04 Student will role play the part of an authority figure (who has been shown respect) and discuss his/her feelings.	
16.03.05 Student will discuss the difference between respect and obligation.	

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

16 Awareness of Authority Figures

GOAL OBJECTIVE

16.04 Authority Figures as a Resource

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

16.04.01 Student will list which authority figures he/she has used as a resource.

16.04.02 Student will list ways to contact an authority figure as a resource.

16.04.03 Student will give reasons why we use authority figures as a resource.

16.04.04 Student will name times it is necessary to use authority figures as resources.

Have students use phone books to look up authority figures' names, addresses, and phone numbers.

Make signs for the hallway urging persons to use authority figures as a resource in times of an emergency.

Share own experiences when you have contacted policemen, firemen, or other community helpers for assistance.

Take a field trip to an actual job site of an authority figure and let the students ask questions.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

17 Awareness of Appropriate/Inappropriate Behaviors

GOAL OBJECTIVE

17.01 At School

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
17.01.01 Student will name appropriate/inappropriate behaviors at school.	Discuss what the world would be like if everyone looked and acted the same.
17.01.02 Student will give reasons for appropriate behaviors at school.	Reward acceptable behavior.
17.01.03 Student will role play appropriate behaviors at school.	Tape record or video tape a class session. Discuss the various modes of behavior that students exhibited during the session.
17.01.04 Student will demonstrate the ability to perform appropriate behaviors at school.	Provide "show and tell" opportunities.
17.01.05 Student will discuss consequences of inappropriate behaviors at school.	stress accepting other people's ideas. Utilize the "buddy system" technique.
17.01.06 Student will discuss ways to change inappropriate behaviors to appropriate behaviors.	Encourage students to respond with please, thank you, yes ma'am, and no ma'am in appropriate situations.
	Reward those students who display manners and courtesy appropriately in social situations such as the table, at a school party, entertaining class visitors, on the telephone, during a recreational activity.
	Have lunch in a restaurant. Coach the students beforehand as to manners and courtesy expected.
	Plan a class party. Have the students make the refreshments, decorate the room, prepare entertainment, greet guests, and serve food.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

17 Awareness of Appropriate/Inappropriate Behaviors

GOAL OBJECTIVE

17.02 At work

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

17.02.01 Student will discuss appropriate work behavior.

17.02.02 Student will discuss consequences of inappropriate behavior at work.

17.02.03 Student will role play appropriate behavior at work.

17.02.04 Student will discuss ways in which appropriate behaviors at work will be rewarded.

Role playing situations.

Share own experiences.

Cut and paste examples of both appropriate and inappropriate behavior from magazines and mount on bulletin board.

Discuss how inappropriate behaviors affect one's relationship with other people.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

17 Awareness of Appropriate/Inappropriate Behaviors

GOAL OBJECTIVE

17.03 At Home

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 17.03.01 Student will discuss what is acceptable behavior at home.
- 17.03.02 Student will discuss consequences of inappropriate behavior at home.
- 17.03.03 Student will list rewards (verbal/non-verbal) for appropriate behavior at home.
- 17.03.04 Student will give reasons why appropriate behavior at home is necessary.

Refer to Goal Objective 17.02

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

17 Awareness of Appropriate/Inappropriate Behaviors

GOAL OBJECTIVE

17.04 With Friends

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
17.04.01 Student will name appropriate behavior with friends. 17.04.02 Student will give reasons for showing appropriate behavior with friends. 17.04.03 Student will role play appropriate behaviors with friends: at school, at a party, at a sports event, at a movie. 17.04.04 Student will list inappropriate behaviors that friends do not like. 17.04.05 Student will share how he/she feels when friends of his/hers exhibit inappropriate behavior.	Have the students: 1. Discuss with the class the names of some public places (example: cafeteria, restaurant, movies, park). 2. List rules for proper behavior in public places. 3. Role play quietness in conversation. 4. Discuss care of restrooms in public places. 5. Make signs which designate public restrooms for practice in reading. Show pictures of expressions of emotions. Ask questions appropriate to each picture, such as "What made her cry?" "What made him laugh?" Discuss what it would be like if everyone acted without regard for others and why rules of behavior are necessary. Discuss how the student would react to others who were being polite and courteous to him.

DOMAIN C

Occupational Guidance and Preparation

Handicapped students have the challenge ahead of them of job placement, job tenure, and work cooperation. In this domain, preparation is offered to the students in the areas of Career Education, job preparedness skills, work study habits and simulated job tasks. Work related behaviors such as respect, punctuality, cooperation, and job courtesy are emphasized to encourage student awareness of "real employment". The primary emphasis in this section will be to "make the child aware"...not to expect many undue demands and create an atmosphere of pressure to succeed. A child's introduction to the career-vocational-job area should be interesting, fun and meaningful. As the student moves along in this academic/vocational program, and becomes older (middle school) a more serious approach can evolve to more effectively prepare the student for a half-day vocational-training curriculum at the high school level.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

18 Career Education

GOAL OBJECTIVE

18.01 Awareness of Jobs

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.01.01 Student will name jobs available: indoors, outdoors, manual, automatic, independent, group.	Play "Musical Careers". Everyone wears the title of a different school worker. When the music stops, one worker will not have a seat. Discuss with the class what to do without that worker. Continue the game.
18.01.02 Student will list materials for a given job.	Make puppets dressed as particular community helpers. Participate in a puppet show.
18.01.03 Student will give reasons why people work.	Make an A-Z job dictionary as a class project, using pictures and/or lists.
18.01.04 Student will share what job he/she would like to assume.	Play "Pantomime Partners". Teacher gives each student a paper with the name of a community worker. Pantomime that worker and find the partner who is pantomiming that same worker.
18.01.05 Student will name job responsibilities.	After discussion of jobs they would like, take the class on field trips to observe specific jobs in the local area (hotel workers). Afterwards discuss which jobs they think they could perform.
18.01.06 Student will demonstrate an awareness of jobs and sex roles.	Provide pictures of workers. Provide labels for each picture and have the students match the labels to the pictures.
18.01.07 Student will discuss how the skills learned at school will relate to skills needed at work.	Be a student intern and ask to spend time with several school workers.
18.01.08 Student will demonstrate an awareness that some jobs pay more than others.	Play "What's My Line?" with a student pretending to be a worker in the school.
18.01.09 Student will discuss job environment.	

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

18 Career Education

GOAL OBJECTIVE

18.02 Job Responsibility

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.02.01 Student will list job responsibilities for a given job.	Have students make a classroom chart listing job responsibilities for classroom tasks (cleaning, errands, etc.).
18.02.02 Student will give reasons why responsibilities are necessary for every job.	Play card game "Careers" in which student picks a card and reads the job on the card. He then has to list at least five job responsibilities for that job.
18.02.03 Student will role play and demonstrate job responsibilities on classroom jobs (errands, cleaning, other).	Discuss the effects of co-workers who are not responsible for their job. How does it affect the student?
18.02.04 Student will list current job responsibilities at school.	Have students share own experiences at home and responsibilities their parents have outlined for them.
18.02.05 Student will relate how many workers on a job have different responsibilities; yet they all work together to achieve a common goal.	
18.02.06 Student will demonstrate an awareness of rights on a job that relate to job responsibilities.	

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

18 Career Education

GOAL OBJECTIVE

18.03 Job Environment

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

18.03.01 Student will discuss job environment on several given jobs.

Cut out pictures from magazines of several job environments and discuss.

18.03.02 Student will explain how job environment relates to comfort, distractibility, health, safety, self-image, etc.

In small groups, discuss the effects of job environment on job production and task attention.

18.03.03 Student will list ways to adjust to an environment that is uncomfortable.

Construct a make believe job environment for a make believe job. Have students agree on what things would make a "perfect" job environment.

18.03.04 Student will name persons to whom he/she can seek assistance in having to adjust to a new work environment.

Let students list things about the school environment they like/dislike.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

18 Career Education

GOAL OBJECTIVE

18.04 Job Materials

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 18.04.01 Student will list job materials for a given job.
- 18.04.02 Student will list ways to care for and handle job materials.
- 18.04.03 Student will be familiar with getting and putting away job materials, before and after, a job.
- 18.04.04 Student will demonstrate proper care for materials.
- 18.04.05 Student will demonstrate knowledge of storage for job materials.
- 18.04.06 Student will list ways to replace materials that are lost, stolen, worn out, used up.
- 18.04.07 Student will demonstrate an understanding that job materials on a job help make the job easier and more efficient.

Have students talk to various employees of the school (custodian, secretary, food service) to ask what kind of job materials are necessary for their employment.

Let students examine job materials for several identified jobs in the school.

Discuss how the mis-use, or lack of certain materials on a job could create a problem.

Let students role play proper care and handling of job materials.

Play a card game called "Mops, Tops and Brooms" in which student matches cards with job materials to those of a job description.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

18 Career Education

GOAL OBJECTIVE

18.05 Job Interests

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

-
- 18.05.01 Student will name a job he/she is interested in.
- 18.05.02 Student will give reasons for job interest.
- 18.05.03 Student will relate job interest to interests in school.
- 18.05.04 Student will relate personal strengths and job interests.
- 18.05.05 Student will discuss ways to pursue a job interest to active employment.

General conversation.

Role playing.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

18 Career Education

GOAL OBJECTIVE

18.06 Job Future Considerations

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.06.01 Student will discuss factors that affect his/her job future.	Make a chart for the classroom listing reasons why people lose jobs:
18.06.02 Student will discuss how people lose jobs.	1. Fail to get along with other employees.
18.06.03 Student will discuss how to maintain a job for a period of two or more years.	2. Fail to show respect for foreman or employer, backtalk.
18.06.04 Student will discuss consequences of losing a job.	3. Talking too loudly.
18.06.05 Student will list ways to improve one's job status and insure job tenure.	4. Bragging.
	5. Lack of cleanliness and neatness.
	6. Seldom smile, grouchy.
	7. Use of profanity.
	8. Often absent or late.
	9. Fail to call employer if going to be absent or late.
	10. Doesn't follow directions.
	11. When directions are not understood, neglect to ask questions.
	12. Stand around in a "fog".
	13. Finish job and stand around without asking or knowing what comes next.
	14. Move too slowly.
	15. Take too long to finish work.
	16. Hurry so fast to do job that it is not done correctly.
	17. Doesn't try, gives up too quickly.
	18. Thinks that their job is not important.
	19. Asks for better job before learning to do their present one.
	20. More interested in pay than in earning it.
	21. Unwilling to help out in other departments.
	22. Treats equipment carelessly.
	23. Doesn't follow safety rules.
	24. Blames someone else or gives other excuses if their work is not good.
	25. Is unable to accept criticism.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.01 Personal and Written Data

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.01.01 Student will write own name, address, and phone number. 19.01.02 Student will orally respond to questions about age, school, teacher, home life, work habits, etc. 19.01.03 Student will become acquainted with job related vocabulary (see Appendix). 19.01.04 Student will demonstrate ability to fill out practice job application.	Students will make "personal data" cards to keep in their billfold or purse. Role play situations where giving personal information to an authority figure is necessary. Share experiences where giving personal information to an authority figure has been done.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.02 Telling Time

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.02.01 Shown a picture of a clock face, the student is able to identify the hour hand, the minute hand, and the proper placement of numbers. 19.02.02 Student will discuss different kinds of clocks (including those with no hands). 19.02.03 Given a clock, the student is able to state the correct time to the nearest hour. 19.02.04 Given a picture of a clock with no hands, the student is able to draw the hands indicating the time. 19.02.05 Student will orally count from five to sixty by five's. 19.02.06 Student will demonstrate that it takes thirty minutes for the minute hand to go half-way around the clock. 19.02.07 Student will give examples of time of day: breakfast - 7:00 AM, lunch - 11:00 AM, dinner - 5:00 PM. 19.02.08 Student will discuss importance of telling time at work. 19.02.09 Given the time in written form, the student is able to match it with the correct number time.	Provide pictures of clocks showing different hours of time. Provide a real clock so that the student can see how it works mechanically. Provide pictures of clocks with jumbled number order and one correctly numbered. Have the student find the correct face. Have the student draw examples of faces of clocks and their parts to be included in a scrapbook. Have the student make a daily schedule for his/her school day in hour, half hour, and minute breakdown.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.02 Telling Time continued

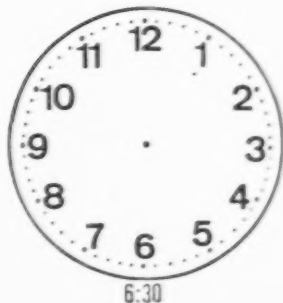
PROGRAM OBJECTIVES

TEACHING ACTIVITIES

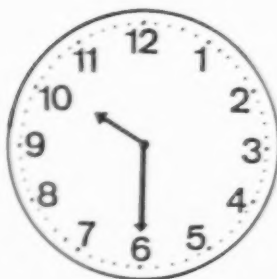
- 19.02.10 Given a calendar, the student is able to understand: day, week, month, and year.
- 19.02.11 Student will discuss importance of telling time to being punctual at work.
- 19.02.12 Student will discuss telling time to setting up a daily schedule.

TEACHING ACTIVITIES

Provide the following chart with movable hands to demonstrate that 60 minutes = 1 hour. 19



6:30



Draw hands on these clocks and show the times given below them.



12 o'clock



4 o'clock

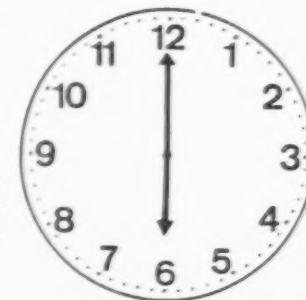
237

Provide work sheets with pictures of clocks to be included in the work-books. Ask the student what time it is. 19



--- It is _____ o'clock.

This clock says _____
The minute hand is at _____
The hour hand is at _____



Draw hands on the clocks to indicate the time given below.



4:10



10:35

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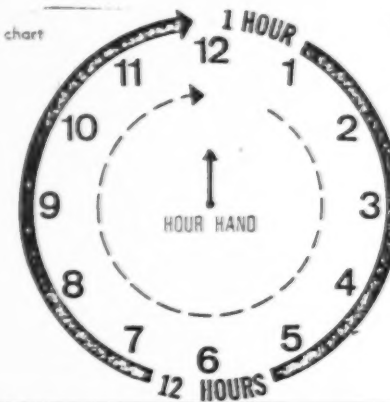
Provide the following chart with movable hands. Ask the student to demonstrate that 30 minutes = $1/2$ hour. 20



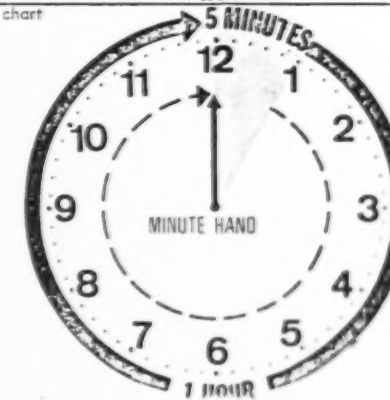
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TEACHING ACTIVITIES

Provide the following chart illustration.



Provide the following chart illustration.



Tell the Time



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CURRICULAR DOMAIN Occupational Guidance and Preparation

GOAL STATEMENT 19 Job Preparedness Skills

GOAL OBJECTIVE 19.03 Develop Work Skills

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.03.01 Student understands concepts of punctuality, task attention, following directions, appropriate work behaviors and start/finish. 19.03.02 Student will discuss work skills needed on a given job. 19.03.03 Student will develop areas of tolerance, hand strength, spatial awareness, and communication skills. 19.03.04 Student will give reasons for developing work skills on the job. 19.03.05 Student will identify weaknesses in work skills, and attempt to correct them.	Make use of job simulated tasks. Discuss with students what job skills are needed for any given job. Discuss what job skills are needed to be a successful student. Interview different employees of the school and have them relate what their job skills are. Discuss the problems an employee faces when he/she lacks certain job skills. Talk about ways he/she can compensate or improve on those skills.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.04 Develop Positive Attitude Toward Work

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.04.01 Student will list positive attitude he/she has had towards a given job. 19.04.02 Student will list ways to develop good job attitudes. 19.04.03 Student will demonstrate an ability to note bad work attitudes. 19.04.04 Through role playing, student will demonstrate good work attitudes and how they affect co-workers. 19.04.05 Student will discuss how good work attitudes relate to good mental health, less stress, and better job production.	Discuss why it is important to work. List fringe benefits which are based on job description (example: sick leave, insurance, vacation).

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.05 Develop Good Work Habits

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.05.01 Student will discuss what good work habits he/she has in school and how they will relate to a job later on.	Make use of simulated job tasks. Let students create a poster for the classroom on "good work habits". Display it and use it as a reminder. Have students share what good work habits other students in the classroom exhibit.
19.05.02 Student will give reasons why good work habits are necessary.	
19.05.03 Student will list good work habits for any given job.	
19.05.04 Student will demonstrate good work habits when given classroom jobs on a weekly basis.	
19.05.05 Student will discuss the importance of maintaining a schedule as a good work habit.	
19.05.06 When shown a picture of different jobs, student will identify good work habits versus bad work habits.	
19.05.07 Student will be aware of supervisor criticism as a constructive means of developing good work habits.	

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.06 Job Application/Interview

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.06.01 Student will discuss why job applications are filed when seeking a job.	Using a tape recorder or a video tape recorder, demonstrate with the teacher playing the role of the employer and a student as the applicant. Review and evaluate the tape. Have the students volunteer to play the role of the applicant. When proficient at this task, have students take turns being the employer.
19.06.02 Student will role play a job interview.	
19.06.03 Student will become acquainted with job application terminology (see Appendix).	
19.06.04 Student will demonstrate ability to fill out a job application.	Provide a cartoon chart stressing appropriate interview behavior.
19.06.05 Student will discuss what things are important to say in a job interview.	
19.06.06 Student will name persons he/she may get help from in completing a job application.	
19.06.07 Student will demonstrate an awareness of neatness and clarity on job applications.	

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 19.07.01 Student will orally read words on Vocational Terminology Sheet (see Appendix).
- 19.07.02 Student will discuss words and their application to job employment.

Have students make flash cards to take home and study.

Use words and phrases in sentences and display in the classroom.

Discuss the importance of knowing Vocational Terminology.

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	20 Work/Study Habits
GOAL OBJECTIVE	20.01 Attending to Job

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.01.01 Student will discuss the importance of attending to one's job at work.	Have students share own experiences of difficulty attending to a task in school.
20.01.02 Student will state consequences of not attending to his/her job.	Give class a project to do and offer a variety of distractions and see which students are able to persevere and complete the task.
20.01.03 Student will list ways to assist him/her in better attending to his/her job.	List consequences of not attending to a task and completing it, and have students post results on their desks.
20.01.04 Student will role play doing a job, and be given the opportunity to do a class-room job, and demonstrate the ability to attend to his/her work.	
20.01.05 Student will list factors that create inattention to the job (environment, co-workers, noise, other).	
20.01.06 Student will relate his/her own experiences of attending to a job and how it affects his/her performance, completing the job on time, self-concept, and job interest.	

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

20 Work/Study Habits

GOAL OBJECTIVE

20.02 Punctuality

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.02.01 Student will discuss what punctuality is on a job and its importance. 20.02.02 Student will relate punctuality with "readiness" in school. 20.02.03 Student will discuss the consequence of tardiness.	The student will: 1. Make clock dials to show time he/she must leave home to arrive at a particular place on time. 2. Take part in a discussion of why good attendance and punctuality are important. 3. Keep a class chart of absences and tardiness for entire class. Discuss each student's reasons for good attendance and punctuality. 4. Help prepare a bulletin board which lists reasons for good attendance and punctuality. 5. Discuss what may happen if one is chronically late or absent from work. 6. Role play giving excuses for tardiness. 7. Draw an excuse for tardiness or absence from a box. Read it out loud and decide if it is legitimate. Reward those students who are on time with meaningful rewards - tokens, smile, verbal praise, or activity time during the day.

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	20 Work/Study Habits
GOAL OBJECTIVE	20.03 Responsibility

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.03.01 Student will define responsibility.	Discuss the "Eight Ways To Keep Your Job":
20.03.02 Student will give reasons for importance of responsibility on job.	1. Have a good attitude.
20.03.03 Student will discuss different ways of being responsible on a job.	2. Get along with co-workers.
20.03.04 Student will demonstrate an awareness of respect and self-esteem as related to responsibility.	3. Get along with supervisor.
20.03.05 Student can demonstrate responsibility in daily work and classroom job tasks.	4. Accept criticism without becoming aggressive, moody, withdrawn, or discouraged.
	5. Work on a task independently.
	6. Ask questions when instructions are not clear.
	7. Listen without interrupting.
	8. Follow directions and carry them out.
	Discuss what happens when one does not complete his/her share of the work. Be sure to assign tasks that each student is able to perform.
	Simulated job tasks.
	Role playing experiences.
	Make a classroom chart titled "Responsibility: What Every Worker Needs To Know". List student responses on left and responses from school employees on right.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.04.01 Student will discuss and define work tolerance. 20.04.02 Student will give examples of work tolerance in school. 20.04.03 Student will dicuss ways to cope with work tolerance. 20.04.04 Student will role play intolerance on a job and how it affects attitudes and behaviors of co-workers and supervisors. 20.04.05 Student will name persons to whom he/she can seek assistance when work tolerance becomes a job problem. 20.04.06 Student will demonstrate an awareness of leaving a job when work tolerance cannot be remedied. Discussion of positive ways to leave a job will be presented.	Upon completion of a class project, have the students evaluate the quality of the work performed with you. Discuss the problems encountered and how they tried to solve them.

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	20 Work/Study Habits
GOAL OBJECTIVE	20.05 Following Directions

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.05.01 Student will list ways he/she follows directions in school.	Make a simple food dish using a recipe.
20.05.02 Student will relate how following directions in school will benefit him/her later on a job.	Construct a kite following directions written on the package.
20.05.03 Student will demonstrate an ability to follow directions on three to four step job tasks.	Play a game where classmates are asked to perform tasks written on index cards, i.e., go and open/close the door, touch the boy with the striped shirt.
20.05.04 Student will discuss ways of coping when directions are forgotten or done out of sequence.	Participate in a scavenger hunt with clue cards having either pictures or written directions on them.
20.05.05 Student will list probable outcomes when following directions has not occurred correctly.	Role play with other students giving directions to complete a task.
20.05.06 Student will demonstrate good listening skills and eye contact with adult when given a set of directions.	Follow instructions for a game written on language master cards.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

20 Work/Study Habits

GOAL OBJECTIVE

20.06 Getting Along with Co-Workers and Employer

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 20.06.01 Student will discuss ways in which he/she gets along with peers and teachers at school and how this will relate to a future job.
- 20.06.02 Student will discuss reasons for getting along with co-workers and employers.
- 20.06.03 Student will discuss ways to cope with a bad situation at work.
- 20.06.04 Student will list ways to get along with co-workers and employer on a job.
- 20.06.05 Student will discuss his/her role as a team member on a job.

Identify situations when there is cooperation and shared responsibility.

Take part in an activity that requires two or more participants. Evaluate how well they worked together.

Role play examples of the consequences of not working well with others.

Discuss with the class the reasons it is necessary to work well with others.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

20 Work/Study Habits

GOAL OBJECTIVE

20.07 Job Courtesies

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.07.01 Student will list job courtesies appropriate for a given job. 20.07.02 Student will give reasons why job courtesies are necessary. 20.07.03 Student will demonstrate job courtesies through role playing. 20.07.04 Student will relate how courtesies extended to himself/herself from others affects his/her work attitudes. 20.07.05 Student will go to a community business and make a list of job courtesies he/she sees.	Make a classroom chart of courtesies to be followed in the classroom. Discuss the effects of poor manners on a job. Have students interview several of their neighbors or friends and make a list of job courtesies.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

20.08.01 Student will give reasons for following rules on a job.

20.08.02 Student will state when rules are followed at school.

20.08.03 Student will demonstrate knowledge of obeying rules as part of job responsibility.

20.08.04 Student will discuss consequences of not following rules on a job.

20.08.05 Student will respond appropriately to given set of rules.

General discussion.

Role playing situations.

Have students share experiences.

List on bulletin board consequences of not following rules on a job.

Make job safety posters for the hallway.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

20 Work/Study Habits

GOAL OBJECTIVE

20.09 Job Safety

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 20.09.01 Student will give reasons for job safety.
- 20.09.02 Student will discuss consequences of not following job safety rules.
- 20.09.03 Student will demonstrate job safety through tasks given by classroom teacher.
- 20.09.04 Student will list kinds of safety rules necessary on any job.

Make job safety posters for the classroom.

Discuss the hazards to being careless on a job.

Role play good safety procedures for a given job.

Play blackboard game "Safety Sam" in which each student gets a turn at sharing and writing a safety rule to follow on one of the following jobs: teacher, custodian, secretary, policeman, farmer, factory worker, bellhop.

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	21 Respect
GOAL OBJECTIVE	21.01 Job

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
21.01.01 Student will define what respect for a job is. 21.01.02 Student will list ways of showing respect on a job. 21.01.03 Student will share ways in which he/she shows respect to school for: teachers, peers, others. 21.01.04 Student will discuss consequences of not showing respect on a job. 21.01.05 Student will discuss ways of coping with disrespect from co-workers.	Have students share their own experiences. Let students interview other workers in their community and make a list of ways to show respect on a job. Talk about "Dirty Dan", the disrespectful employee who is rude and obnoxious to everyone. How can Dirty Dan change his ways?

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

21 Respect

GOAL OBJECTIVE

21.02 Co-Workers

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

21.02.01 Student will demonstrate ways of showing respect for classmates and relate how this will affect his/her working on a job later on.

Simulated job tasks.

Role playing situations.

21.02.02 Student will demonstrate an awareness of camaraderie on the job and its necessity for teamwork.

Demonstrate daily how to respect the rights of his/her classmates, i.e., not talking when someone is talking and not taking what is not his/hers.

21.02.03 Student will state ways to gain respect from co-workers.

21.02.04 Student will role play job experiences and assess his/her working relationship with others.

21.02.05 Student will be made aware of the fact that whether he/she respects a co-worker or not, he/she still has to cooperate and work with that other person.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

21 Respect

GOAL OBJECTIVE

21.03 Property

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 21.03.01 Student will give reasons for respecting property at school/work.
- 21.03.02 Student will list ways he/she shows respect for property at school.
- 21.03.03 Student will discuss consequences of destroying or damaging property.
- 21.03.04 Student will discuss the importance of maintaining job equipment and materials.
- 21.03.05 Student will discuss consequences of equipment removal (due to damage) to his/her job task.

Demonstrate daily how to care for classroom equipment and materials.

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	21 Respect
GOAL OBJECTIVE	21.04 Supervisor(s)

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

21.04.01 Student will list ways to show respect for his/her job supervisor(s).

21.04.02 Student will give reasons for showing respect for job supervisor(s)

21.04.03 Student will name consequences of not getting along with supervisor(s).

General discussion.

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	22 Simulated Job Tasks
GOAL OBJECTIVE	22.01 Independent Job Tasks

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
22.01.01 Student will perform simulated job tasks from start to finish.	Post a list of jobs to be done by class.
22.01.02 Student will gather proper materials to complete job task.	Draw a picture of job he/she likes best in the classroom.
22.01.03 Student will follow correct set of procedures in completing job task.	Discuss what jobs need to be done in the classroom and how to divide those jobs in a fair way.
22.01.04 Student will seek assistance as necessary in completing job task.	Take a turn doing jobs in the classroom.
22.01.05 Student will demonstrate a responsibility to behave appropriately on job task.	Provide cleaning products and equipment (obtain from the janitor) and have the student perform the household duties that are appropriate for the classroom.
22.01.06 Student will let supervisor (teacher) know when job task is completed.	
22.01.07 Student will assess job performance after completing job task.	
22.01.08 Student will demonstrate the ability to properly clean up and put materials in appropriate location after job task.	

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	22 Simulated Job Tasks
GOAL OBJECTIVE	22.02 Group Job Tasks

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
22.02.01 Student will learn to cooperate with co-workers on a given job task.	Put student in different job task situations where he/she is required to cooperate with other students in the completion of the task.
22.02.02 Student will learn to effectively communicate with co-workers on job tasks.	Make a wall chart of inappropriate work behaviors that detract from teamwork.
22.02.03 Student will show appropriate work behaviors on job task with co-workers.	Have students share own work experiences where they worked with two or more people.
22.02.04 Student will offer praise and encouragement to co-workers on job task.	Make a list of jobs that require teamwork: factory/assembly work, car wash, fast food.
	Have students give award stickers to their friends whenever they have received a compliment on a task together.

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	23 Job Placement
GOAL OBJECTIVE	23.01 Job Seeking Skills

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
23.01.01 Student will list ways to seek a job.	Participate in a discussion conducted by the school counselor to tell how to obtain information about jobs.
23.01.02 Student will name resources he/she can use to find a job.	Assist in organizing a Career Day where resource persons come and explain their job duties.
23.01.03 Student will name neighborhood jobs he/she has gotten and how he/she got them.	Take a field trip and identify the number of jobs observed when traveling to and from the site and while at the site.
23.01.04 Student will list reasons why people look for jobs.	Have the students keep a file of the want ads for jobs that are in line with their capabilities.
23.01.05 Student will make a chart of things that can affect one's job seeking: appearance, grooming, mannerisms, courtesies.	Provide the students with a list of possible sources of employment. Have the students find the addresses and phone numbers in the phone directory.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

24 Job Safety Skills

GOAL OBJECTIVE

24.01 Basic Understanding of Safety Rules and Regulations

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 24.01.01 Student will demonstrate knowledge of basic safety rules on the job.
- 24.01.02 Student will discuss the importance of following safety rules.
- 24.01.03 Student will name safety rules for school, playground, home, and other as related to work.
- 24.01.04 Student will be made aware of safety rules being posted in work environments.

Make a classroom chart listing job safety skills for given job simulated tasks.

Discuss why safety rules prevent accidents.

Let students come up with a make believe job and list safety rules for that job.

Let students role play different job situations and explain ways they can be safety conscious.

Have students explain the phrase, "Better to be safe than sorry".

CURRICULAR DOMAIN Daily Living Skills
GOAL STATEMENT 1 Money Skills
GOAL OBJECTIVE 1.01 Identify Coins/Bills

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

1.01.01 Student will identify: penny, nickel,
dime, quarter, half-dollar, and bills
of one, five, ten and twenty.

Identify penny, nickel, dime, quarter, half-
dollar by name and cent value.

Identify various dollar bills by name and value.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

1 Money Skills

GOAL OBJECTIVE

1.02 Know Value of Coins/Bills

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

1.02.01 Student will give the value of a penny, nickel, dime, quarter, half-dollar, and the bills of five, ten, and twenty.

Match equal values (two nickels equal one dime; five pennies equal one nickel).

Have students get in small groups and work on drill sheets with coin identification.

CURRICULAR DOMAIN Daily Living Skills

GOAL STATEMENT 1 Money Skills

GOAL OBJECTIVE 1.03 Ability To Make Change

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
1.03.01 Student will make change using coins and bills for amounts up to \$10.00. 1.03.02 Student will be able to differentiate the correct amount of change from the incorrect amount of change for amounts up to \$10.00.	Use real money for counting and making change. Classroom bookstore. Store is operated by the students. Student duties can be rotated weekly or earned in conjunction with a behavior modification program. Items in the bookstore could include, but not be limited to, school supplies, used/new books, educational games, grooming needs. Parent assistance in obtaining items to be sold is helpful.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 1.04.01 Student will describe the function of a bank.
- 1.04.02 Student will discuss what a checking account and a savings account are.
- 1.04.03 Student will be able to correctly fill out a mock deposit slip for a savings account and a checking account.
- 1.04.04 Student will be able to correctly fill out a check to withdraw money from a checking account.
- 1.04.05 Student will be able to fill out correctly a withdrawal slip from a savings account.
- 1.04.06 Student will list the uses for checks (payments for purchases, bills, etc.).
- 1.04.07 Student will be able to distinguish between a check, a deposit slip, and a withdrawal slip.
- 1.04.08 Student will be able to state the additional services offered at the bank (loans, credit, safe deposit boxes, etc.).
- 1.04.09 Student will be able to fill in the check number and amount and balance of a mock check register.

Classroom bank operated by students.

Class developed project that can be prepared, packaged, and sold by the students (popcorn sale, cookie sale, holiday items sale). Proceeds from the sale can be placed in the classroom bank and budgeted for "special" classroom events and purchases.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

1 Money Skills

GOAL OBJECTIVE

1.04 Knowledge of Banking continued

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 1.04.10 Student will discuss how to open a checking/savings account.
- 1.04.11 Student will discuss where to go to open a checking/savings account.
- 1.04.12 Student will state who can assist them in opening an account.
- 1.04.13 Student will be aware of what a banking machine is and how to use it correctly.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 1.05.01 Student will name machines that are coin operated.
- 1.05.02 Student will read directions for using a coin operated machine (pop, candy)
- 1.05.03 Student will be able to locate the price of the items and the coins to be used in the machine.
- 1.05.04 Student will demonstrate the correct way to use a coin operated machine.

Make simple purchases from various types of stores, concession stands, and vending machines.

CURRICULAR DOMAIN Daily Living Skills

GOAL STATEMENT 1 Money Skills

GOAL OBJECTIVE 1.06 Money Management (Budget)

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
1.06.01 Student will state the meaning of the word budget. 1.06.02 Student will discuss the importance and necessity of being on a budget. 1.06.03 Student will discuss and prepare a budget. 1.06.04 Student will discuss the use of a budget in paying bills. 1.06.05 Student will discuss the importance of prioritizing items in the budget (rent, groceries, utilities, phones, lunches).	Students make individual budget sheets and keep day-by-day records of their expenditures for one week.

CURRICULAR DOMAIN Daily Living Skills
GOAL STATEMENT 1 Money Skills
GOAL OBJECTIVE 1.07 Understanding Credit

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
. 1.07.01 Student will lists types of credit and discuss how they are used (loans, contracts, record clubs, diet clubs, installment buying, credit cards, layaway).	Role play purchases using cash, checks, and credit cards. Field trips to various banks, credit unions, savings and loan institutions.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	2 Shopping Skills
GOAL OBJECTIVE	2.01 Grocery Shopping

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.01.01 Student will state where groceries can be purchased.	Make out a menu and compute the price of the items. Compare shop, look for specials, and report on findings.
2.01.02 Student will discuss the importance of knowing what groceries to purchase.	Discuss types of stores where food can be purchased and the pros/cons of shopping at such stores (convenience stores, speciality stores, large food chains, "no frills" stores).
2.01.03 Student will discuss the difference in grocery prices and quality between stores.	
2.01.04 Student will locate and purchase grocery items.	Establish amount of money to be used. Plan a menu, purchase needed items and appropriate quantities, prepare the meal using <u>only</u> the pre-established amount of money.
	List and discuss methods of purchasing items and the pros/cons, procedure, and consequences of using each method (cash, check, charge card, layaway, credit).
	3 2

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.02.01 Student will name stores where clothing can be purchased. 2.02.02 Student will be able to determine what size clothing he/she wears. 2.02.03 Student will state proper times to replace clothing. 2.02.04 Student will prepare a clothing list and the prices of the clothing. 2.02.05 Student will describe the procedure for returning purchased clothing.	List and discuss methods of purchasing items and the pros/cons, procedure, and consequences of using each method (cash, check, charge card, layaway, credit). Role play methods of purchasing items. Develop a wallet or pocket clothing size chart for each student.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

2 Shopping Skills

GOAL OBJECTIVE

2.03 Leisure Shopping

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 2.03.01 Student will discuss how shopping can be used as a leisure activity.
- 2.03.02 Student will state places where leisure shopping can be done (malls, etc.).

Make a list of Christmas/birthday gifts to be purchased. Have students comparison shop and report their findings.

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CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	2 Shopping Skills
GOAL OBJECTIVE	2.04 Price Comparison

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.04.01 Given two like items student will be able to differentiate between price and quality. 2.04.02 Student will be able to distinguish between the lesser of the two prices when shown two like items.	Use newspapers, magazines, etc. to comparison shop for food items, clothing, clip coupons, determine dates of sales, etc. Have students think of a special event coming up in their life for which they might need to purchase a gift or prepare a special meal, etc. Role play shopping and purchasing food, clothes, leisure items. Shop for and purchase simple food items and clothing. (Parents can be of great assistance). Simple items include foods for classroom parties, seasonal clothing (hats, mittens, socks).

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

2 Shopping Skills

GOAL OBJECTIVE

2.05 Buying Appropriate Quantities

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 2.05.01 Student will identify appropriate quantities to purchase when given a list of items.

CURRICULAR DOMAIN Daily Living Skills

GOAL STATEMENT 2 Shopping Skills

GOAL OBJECTIVE 2.06 Purchasing Methods

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
2.06.01 Student will list ways to purchase items (cash, check, credit card, layaway).	Have students discuss shopping skills, then complete teacher devised worksheets.
2.06.02 Given a certain item to be purchased, student will state which method to use to purchase the item.	Obtain films on purchasing methods and use to illustrate methods from previous discussions. Play card game called "Take It Or Leave It". Student draws a card from Pile A and reads it. The card will have a purchasing item listed on it. Student also draws from Pile B and on this card a purchasing method will be named. Student discusses whether purchasing method is appropriate for given item, and if not, what alternative method would be better (or list pros/cons of method chosen).

CURRICULAR DOMAIN Daily Living Skills

GOAL STATEMENT 3 Self-Help Skills

GOAL OBJECTIVE 3.01 Personal Hygiene/Grooming

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
3.01.01 Student will name reasons for importance of personal hygiene.	Place full length mirror in an appropriate place in the classroom so that students may check their appearance daily.
3.01.02 Student will name characteristics of a well groomed person.	Have classroom teacher and/or school nurse discuss and demonstrate appropriate grooming methods. Include daily bathing, use of deodorant, brushing of teeth, care of finger/toe nails, washing hair, feminine hygiene.
3.01.03 Student will name materials necessary for grooming/hygiene.	Group discussions regarding proper hygiene, manners.
3.01.04 Student will identify times, places, situations that personal hygiene/grooming are more important than other times.	Scrapbooks made by students showing the appropriate clothing to wear for different occasions.
3.01.05 Student will discuss ways in which one's appearance is appropriate.	Demonstrations in the classroom and visits to make-up professionals, hair stylists, manicurists.
3.01.06 Student will identify ways by which good personal hygiene improves one's health.	Classroom visits by health care professionals such as a dentist, an eye doctor, a doctor specializing in family care, female care, etc.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

3 Self-Help Skills

GOAL OBJECTIVE

3.02 Appropriate Table Manners

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

3.02.01 Student will name correct table manners while eating.

3.02.02 Student will identify poor table manners from a set of three role playing experiences.

3.02.03 Student will describe the relation of correct utensil usage to that of good table manners.

3.02.04 Student will name ways in which good table manners improve self-esteem.

Discuss and demonstrate appropriate manners and courtesies in certain situations:

- a. stating please and thank you
- b. knowing acceptable and appropriate ways to act in certain social situations

How and when to interrupt others "politely" when talking.

Other teacher determined situations.

Role play situations in the classroom.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
3.03.01 Student will list good health habits.	"Pre-plan" situations using staff and faculty where students should role play using simple first aid procedures. Have students make a chart titled "Healthy Herman". List all the possible ways to keep Herman healthy. Assign students a weekend project of making a health care notebook in which they keep a log of their health care habits at home for one week.
3.03.02 Student will name foods that relate to maintaining good health.	
3.03.03 Student will describe the importance of exercise and rest.	
3.03.04 Student will relate the importance of proper hygiene to good health.	
3.03.05 Student will state when it is necessary to seek medical assistance.	
3.03.06 Student will identify health care products from a list of ten items.	
3.03.07 Student will describe basic first aid procedures.	
3.03.08 Student will assess medical/dental resources such as payment and billing procedures.	
3.03.09 Given opportunities for discussion of common illnesses, the student will be able to name orally the common illnesses he/she has experienced and describe some of the symptoms.	

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CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

3 Self-Help Skills

GOAL OBJECTIVE

3.03 Health Care continued

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

3.03.10 Student will state the danger of taking prescription or non-prescription medications without proper knowledge, directions.

3.03.11 Student will differentiate between being mildly ill versus not ill at all.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.01.01 Student will respond orally when spoken to. 4.01.02 Student will respond in an acceptable tone of voice. 4.01.03 Student will speak slowly and distinctly. 4.01.04 Student will state proper courtesies to use in group conversations. 4.01.05 Student will identify inappropriate conversational behaviors when given examples through role playing.	Write names and addresses of students on the chalkboard or chartpaper. Have each student identify his/her own name and address. Write names and addresses together and separately. Read an address of a class member. Students' whose address it is must raise their hand, stand up, etc. Follow same procedure using phone numbers of students. 322

CURRICULAR DOMAIN Daily Living Skills

GOAL STATEMENT 4 Communication Skills

GOAL OBJECTIVE 4.03 Asking for Assistance When Appropriate/Needed

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.03.01 Student will identify adult authority figures to whom he/she may go to for assistance at home/school/work. 4.03.02 Student will name appropriate ways to ask for assistance. 4.03.03 Given a choice of three situations student will identify situation in which asking for assistance is appropriate. 4.03.04 Student will name inappropriate ways of asking for assistance. 4.03.05 Student will identify methods of seeking assistance when no immediate assistance is available. 4.03.06 Student will list reasons for seeking assistance. 4.03.07 Student will know where assistance is located.	Role play situations occurring at home/school/ in public where student must determine if assistance is needed. Role play appropriate methods of seeking assistance. Use class members and appropriate staff/faculty (telephone, neighbors, etc.).

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	4 Communication Skills
GOAL OBJECTIVE	4.04 Use of Telephone

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.04.01 Student will describe the method for using a rotary dial and push button phone.	
4.04.02 Student will describe the methods for dialing telephone numbers with extensions.	
4.04.03 Student will list appropriate reasons for contacting the operator for assistance.	
4.04.04 Student will name places where emergency numbers can be located.	
4.04.05 Student will list information to be given when making an emergency phone call.	
4.04.06 Student will identify situations in which personal health/property is threatened.	
4.04.07 Student will state the different types of phone calls.	
4.04.08 Student will locate the different sections of the phone book.	
4.04.09 Student will describe appropriate telephone language.	
4.04.10 Student will demonstrate appropriate procedures for taking and relaying messages.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	4 Communication Skills
GOAL OBJECTIVE	4.05 Basic Needs

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- | | |
|---------|--|
| 4.05.01 | Student will communicate basic needs orally. |
| 4.05.02 | Student will identify correct ways to communicate basic needs. |
| 4.05.03 | Student will name/list some of our basic human needs. |
| 4.05.04 | Student will name ways to meet/satisfy basic needs. |
| 4.05.05 | Student will name reasons why basic needs must be met. |

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

4 Communication Skills

GOAL OBJECTIVE

4.06 Appropriate Language/Grammar

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 4.06.01 Student will list appropriate/inappropriate language.
- 4.06.02 Student will list ways to respond to appropriate/inappropriate language.
- 4.06.03 Student will list reasons for using good manners.

Make introductions of classmates, other. Have students point strengths of introduction.

Oral reports about daily occurrences.

Let students give oral book reports to work on appropriate language and sentence structure.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 4.07.01 Student will give reasons for participating in group discussions.
- 4.07.02 Student will list ways to participate in a group conversation in a meaningful way.
- 4.07.03 Student will list good conversation manners.
- 4.07.04 Student will list reasons for being a good listener in group conversation.
- 4.07.05 Student will identify when and how to initiate conversation in a group discussion.

Allow students the opportunity to take turns initiating discussion in a group, listening but not speaking, asking appropriate questions, and summarizing what has been said at the end of a group discussion.

Tape record an informal group discussion and play it back to students. Analyze who is speaking, what is being said, and how conversation could be made better.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.08.01 Student will name feelings he/she has experienced. 4.08.02 Student will describe how feelings affect our daily living and how they relate to others. 4.08.03 Student will list ways to appropriately express his/her feelings. 4.08.04 Student will list persons to whom he/she can confide his/her feelings. 4.08.05 Student will list other methods of communicating feelings. 4.08.06 Student will identify the reason why he/she feels the way he/she does during an emotional period. 4.08.07 Student will identify methods of coping with particular emotions.	Have group discussions on feelings and how the students deal with their feelings. Provide pictures of people expressing different feelings. Have the students identify the feelings being expressed in the picture.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	4 Communication Skills
GOAL OBJECTIVE	4.09 Recognize Emergency Situations

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
4.09.01 Student will name emergency situations. 4.09.02 Student will describe an emergency situation. 4.09.03 Student will list appropriate ways to react to an emergency situation.	Role play emergency situations where help is summoned by telephone. Make emergency telephone number lists for all students (one copy for home/one copy for wallet/purse). Discuss and list procedures for making emergency phone calls.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

4 Communication Skills

GOAL OBJECTIVE

4.10 Conversational Constraints

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 4.10.01 Student will list ways to exercise constraints.
- 4.10.02 Student will state when to exercise conversational constraints.
- 4.10.03 Student will show proper/improper methods of exercising constraints in a role playing situation.

Demonstrate and role play appropriate conversational manners and constraints.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
5.01.01 Student will identify and name decisions that are personal (not to be shared with others). 5.01.02 Student will define decision. 5.01.03 Student will give reasons why we make decisions. 5.01.04 Student will list kinds of decisions that relate to his/her welfare. 5.01.05 Student will list the kinds of decisions that are age related to peers. 5.01.06 Student will list the steps in making a decision. 5.01.07 Given three circumstances which call for a decision, student will state his/her decision and reasons for that decision based on perceived consequences. 5.01.08 Student will define consequence.	Have student make a list of persons whose opinions they accept such as parents, grandparents, family members, minister, teacher, etc. Discuss why they respect or reject their opinions and how these people could assist them in decision making. Make students participate in one of two given activities contingent upon the student making a decision within a certain amount of time. Role play situations where the student must make a decision. Discuss the student's decision in a helpful and positive manner with other classmates.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

5 Decision Making Skills

GOAL OBJECTIVE

5.02 Family

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 5.02.01 Student will define family decisions.
- 5.02.02 Student will differentiate between personal/family decisions.
- 5.02.03 Student will state when it is necessary to make a family decision.
- 5.02.04 Student will give reasons why accepting family decisions is necessary.

Cite a particular problem situation and have the students state what alternatives they have in making a decision to solve the problem.

Problems:

- a. someone steals your lunch money
- b. you get lost at the mall
- c. you miss the school bus

CURRICULAR DOMAIN Daily Living Skills
GOAL STATEMENT 5 Decision Making Skills
GOAL OBJECTIVE 5.03 School

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
5.03.01 Student will identify school related decisions. 5.03.02 Student will discuss how personal decisions affect others at school. 5.03.03 Student will discuss consequences for decisions in school and their resulting behaviors. 5.03.04 Student will give reasons why being responsible for decision making is necessary. 5.03.05 Student will name school personnel who can assist them in making a school related decision.	Have students participate in one of two given activities contingent upon the student making a decision within a certain amount of time.

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CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

5 Decision Making Skills

GOAL OBJECTIVE

5.04 Job

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 5.04.01 Student will identify job related decisions.
- 5.04.02 Student will discuss how job related decisions can affect their co-workers.
- 5.04.03 Student will discuss how job related decisions can affect his/her job stability.
- 5.04.04 Student will discuss how job related decisions can affect his/her job credentials/record. (Future employability).

Role play situations where the student must make a decision. Discuss the students' decisions in a helpful and positive manner with other classmates.

List and discuss the appropriate persons on a job site who could assist a worker in making a job related decision or solving a job related problem.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

6 Mobility Skills

GOAL OBJECTIVE

6.01 Independent Travel

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

6.01.01 Student will list ways to travel independently (car, taxi, bus, airplane, train).

6.01.02 Student will state the safety rules to follow when traveling independently.

6.01.03 Student will state names of community helpers who can assist him/her when traveling independently.

CURRICULAR DOMAIN Daily Living Skills
 GOAL STATEMENT 6 Mobility Skills
 GOAL OBJECTIVE 6.02 Public Transportation

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
6.02.01 Student will lists the types of public transportation available (bus, taxi, airplane, other).	Plan a trip using the public bus system. Obtain a bus schedule and map out the planned trip from departure point to destination and back. (Students can obtain the bus schedule by calling the bus station). Have the students discuss their present and past uses of the public transportation service before going on the trip. List and discuss the different types of public transportation (taxi, bus, train, airplane). Role play the procedures to follow for riding a taxi or bus. Present students with "what if" situations that could occur when using public transportation. Students are to complete the statement "What if..." - the bus is late? - you get off or get on the bus at the wrong place? - you don't have enough money to pay the bus driver/taxi driver? - you forget where you are going on the bus/taxi?

CURRICULAR DOMAIN

Daily Living Skills

163

GOAL STATEMENT

6 Mobility Skills

GOAL OBJECTIVE

6.03 Procedures for Riding

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 6.03.01 Student will be able to plan a bus ride from one destination to another.
- 6.03.02 Student will locate the telephone number of the bus station and obtain the charge for the ride, the time involved, and the drop off point.
- 6.03.03 Student will be able to locate the telephone number of a taxi company.
- 6.03.04 Student will plan and take a taxi cab ride to and from a destination and pay the driver.

List the safety procedures to follow when traveling alone.

Role play travel situations using the travel safety procedures listed.

Refer to Goal Objective 6.02

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

6 Mobility Skills

GOAL OBJECTIVE

6.04 Ability to Read Maps/Schedules

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 6.04.01 Student will state the importance of being able to read a map and transportation schedule.
- 6.04.02 Student will read and understand a list of words taken from a map and public transportation schedule.
- 6.04.03 Student will discuss the proper use of maps and transportation schedules.

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CURRICULAR DOMAIN Daily Living Skills
GOAL STATEMENT 6 Mobility Skills
GOAL OBJECTIVE 6.05 Problem Solving

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 6.05.01 Student will list problems that can occur when using public transportation (transportation schedule related to job hours, missing the bus, problems with other persons on the bus).
- 6.05.02 Student will list names of persons who can assist them in solving a mobility problem.
- 6.05.03 Student will state ways in which maps and schedules can assist them in solving mobility problems.
- 6.05.04 Student will role play problem situations and their solutions.
- 6.05.05 Student will plan a trip and take a form of public transportation and discuss the field trip afterward.

CURRICULAR DOMAIN Daily Living Skills
GOAL STATEMENT 6 Mobility Skills
GOAL OBJECTIVE 6.06 Travel Safety Procedures

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 6.06.01 Student will state the reasons for travel safety.
- 6.06.02 Student will list travel safety procedures.
- 6.06.03 Student will role play travel safety procedures.
- 6.06.04 Student will list travel safety violations.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.01 Identify Leisure Activities

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.01.01 Student will define the word leisure.	Have students discuss their favorite leisure activities and leisure activities in which they would like to participate. Discuss the importance of appropriate and acceptable leisure time activities.
7.01.02 Student will state why leisure activities are an important part of their life style.	
7.01.03 Student will list leisure activities he/she presently engages in.	
7.01.04 Student will discuss leisure activities that he/she is not currently involved in.	
7.01.05 Student will state the differences between group and individual activities.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	7 Leisure Skills
GOAL OBJECTIVE	7.02 Individual Recreation

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 7.02.01 Student will discuss the importance of engaging in some individual recreation.
- 7.02.02 Student will state the types of individual recreation he/she enjoys and participates in.
- 7.02.03 Student will be aware of the cost, time, and other items related to individual recreation.

Let students choose individual leisure time activities they can earn for completing work, acceptable behavior, reward, etc.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

7 Leisure Skills

GOAL OBJECTIVE

7.03 Group Recreation

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

7.03.01 Student will state types of group recreation and the importance of participating in group recreation activities.

7.03.02 Student will state the types of group recreation he/she participates in.

Have the class choose a different acceptable and appropriate leisure time activity that the entire class can participate in each week.

CURRICULAR DOMAIN

Daily Living Skills

GOAL STATEMENT

7 Leisure Skills

GOAL OBJECTIVE

7.04 Assessment of Leisure Activities

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

7.04.01 Student will assess the importance of individual/group leisure activities.

7.04.02 Student will assess time, money, materials, and other items as related to leisure activities.

Discuss leisure time activities that don't cost money (library, museums, parks, YMCA, church groups, recreational centers).

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.05.01 Student will define and make a list of social events. 7.05.02 Student will make a list of social activities he/she likes and has attended. 7.05.03 Student will list places that are appropriate for him/her to go to in order to attend appropriate social events. 7.05.04 Student will discuss the importance of pre-planning to attend a social event as related to time, money, transportation. 7.05.05 Student will discuss rules of conduct, manners, and behavior appropriate to attending social events.	Bring in newspapers/magazines (local) to identify social events in Indianapolis and surrounding cities. Have students discuss social events at school and which ones they attend and why.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

7 Leisure Skills

GOAL OBJECTIVE

7.06 Awareness of Community Events

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
7.06.01 Student will name community events available to him/her in his/her community. 7.06.02 Student will discuss cost, time, travel, and planning as related to community events. 7.06.03 Student will give reasons for attending community events. 7.06.04 Student will discuss appropriate behaviors and manners to be used when attending a community event. 7.06.05 Student will state the importance of following the rules at a community event.	List leisure time activities available in the community.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

7 Leisure Skills

GOAL OBJECTIVE

7.07 Importance of Leisure Activities

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

7.07.01 Student will discuss the reasons why leisure activities are important for him/her.

7.07.02 Student will list leisure activities he/she currently participates in.

7.07.03 Student will assess new leisure activities he/she would like to participate in.

Help students design a chart for a bulletin board listing the importance of leisure activities.

In group discussion, have students share what leisure activities they feel benefit them the most.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 7.08.01 Student will discuss the use of music as a leisure activity that can be individual or group related.
- 7.08.02 Student will list different kinds of music and different ways to listen to music.
- 7.08.03 Student will list places to go to enjoy music as a leisure activity.
- 7.08.04 Student will be aware of cost involved with enjoying music as a leisure activity.
- 7.08.05 Student will list ways he/she can become involved in music.

Have a group discussion about music as a leisure activity (types of music, students' favorite kinds of music, how music can affect a person's mood, availability and locations of musical performances in the community, music in plays, movies, etc., music as an individual or group leisure activity).

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 8.01.01 Student will discuss the importance of planning well balanced meals.
- 8.01.02 Student will list the Four Basic Food Groups and state their importance in meal/menu planning.
- 8.01.03 Student will plan and prepare a menu for one meal using the Four Basic Food Groups.
- 8.01.04 Student will plan and prepare three meal menus for one day.
- 8.01.05 Student will discuss cost as a factor in meal planning.

Display charts of the Four Basic Food Groups in the classroom.

Let students design and put up a bulletin board about proper nutrition and the Four Basic Food Groups.

Make individual student books about the Four Basic Food Groups and proper nutrition.

Have a weekly cooking class. Each week plan a menu, shop for the groceries, prepare the item, and clean up afterwards. Several skills can be taught in this lesson. You can plan a different nutritional food each week.

CURRICULAR DOMAIN Daily Living Skills

GOAL STATEMENT 8 Cooking Skills

GOAL OBJECTIVE 8.02 Meal Preparation

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
8.02.01 Student will list things to do before preparing a meal (wash hands, gather needed items, etc.). 8.02.02 Student will be able to define and differentiate between cooking, baking, boiling, frying. 8.02.03 Student will state what to do to thaw an item of food before preparing it. 8.02.04 Student will list the safety rules to follow while cooking. 8.02.05 Student will list the reasons for monitoring the meal preparation from beginning to end. 8.02.06 Student will state the method and role play the method for storing left over foods.	Have students plan their breakfast menu for the week choosing foods from the Four Basic Food Groups. Discuss the menus each morning. Discuss the body's need for an adequate, well balanced diet. Have students plan a luncheon for parents. Students will plan the meal, determine and purchase the appropriate amount of food, prepare the meal, and clean up afterwards.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	8 Cooking Skills
GOAL OBJECTIVE	8.03 Meal Clean-Up

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

8.03.01 Student will state the importance of cleaning up after a meal is prepared.

Discuss procedures for meal clean up and what is involved.

8.03.02 Student will clean up after planning and preparing a meal.

Have students make a chart on "Messy Mary" and the consequences of avoiding meal clean up.

CURRICULAR DOMAIN Daily Living Skills

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GOAL STATEMENT 8 Cooking Skills

GOAL OBJECTIVE 8.04 Food Storage

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

8.04.01 Student will be aware of what foods can be stored and where they can be stored (refrigerator, cabinet, bread box, etc.).

Discuss appropriate containers for food storage. Locate pictures from magazines, advertising, etc., if possible.

8.04.02 Student will state what materials to use when storing foods in the refrigerator/freezer.

List areas of the kitchen to be used for food storage.

8.04.03 Student will state how long foods can be stored safely in the refrigerator/freezer.

8.04.04 Student will discuss the signs and smells of spoiled food and why food spoils.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

8 Cooking Skills

GOAL OBJECTIVE

8.05 Knowledge of Utensils/Cookware

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 8.05.01 Student will list and tell the use for kitchen utensils and cookware.
- 8.05.02 Student will differentiate between kitchen utensils and cookware and their uses.
- 8.05.03 Student will discuss care and proper handling of utensils.
- 8.05.04 Student will discuss the safety rules to follow when using utensils and cookware.
- 8.05.05 Student will demonstrate the use of utensils and cookware listed in 8.05.01.
- 8.05.06 Student will state the importance of returning all items to their correct location in the kitchen.

Place cooking utensils and cookware on the table. Name a utensil or piece of cookware and have a student identify it. Student who identifies the most items correctly gets to choose the item to be prepared in the cooking class that week.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	8 Cooking Skills
GOAL OBJECTIVE	8.06 Safety

PROGRAM OBJECTIVES

- 8.06.01 Student will list the rules to be followed for kitchen safety.
- 8.06.02 Student will state the importance of following kitchen safety rules.

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TEACHING ACTIVITIES

List the safety rules to follow in the kitchen and role play situations using the rules.

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CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

8 Cooking Skills

GOAL OBJECTIVE

8.07 Cooking Terminology

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

8.07.01 Student will read and define words from the Cooking Terminology Sheet (see Appendix).

Refer to terminology in the Appendix and discuss use of words, definitions, and everyday applications.

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CURRICULAR DOMAIN Daily Living Skills
GOAL STATEMENT 9 Reading Skills
GOAL OBJECTIVE 9.01 Survival Words

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

9.01.01 Student will read and state meaning of words on Survival Words List (see Appendix).

9.01.02 Student will discuss location in the community where survival words can be found.

Have Survival Words on flash cards. Students can use the flash cards with the teacher, independently, or with other students.

Post words around the classroom. Student reads the word, defines the word, and tells where he/she would find the word in the community.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

9.02.01 Student will discuss the contents of a newspaper/magazine.

Discuss the information that can be found in newspapers/magazines.

9.02.02 Student will differentiate between a newspaper and a magazine.

Locate and discuss classified ads in the newspaper.

9.02.03 Student will be aware of how to use a newspaper/magazine for leisure activities locating community entertainment and seeking jobs.

Study abbreviations used in classified ads.

Have students answer questions on a worksheet using the classified ads.

CURRICULAR DOMAIN Daily Living Skills
GOAL STATEMENT 9 Reading Skills
GOAL OBJECTIVE 9.03 Dictionary/Encyclopedia

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 9.03.01 Student will state the use of a
 dictionary/encyclopedia.
- 9.03.02 Student will demonstrate the use of a
 dictionary/encyclopedia.

Have dictionary drills and races.

Worksheets on dictionary/encyclopedia skills.

Assign each student to choose a subject that
interests him/her to report on to their
classmates. He/she must use the encyclopedia
to obtain a portion of the information.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

9 Reading Skills

GOAL OBJECTIVE

9.04 Community Information Reading

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 9.04.01 Student will give examples of signs, billboards, and bulletins in the community he/she has seen.
- 9.04.02 Student will state the reason for community advertising.
- 9.04.03 Student will list reasons for attending to signs, billboards, bulletins, etc.

Practice using the yellow pages.

Have students bring in labels and directions from foods, games, etc. for discussion.

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

9 Reading Skills

GOAL OBJECTIVE

9.05 Leisure Reading

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

9.05.01 Student will state what books, magazines he/she reads for leisure time.

Discuss places where books can be obtained (library, book stores, friends, etc.).

9.05.02 Student will state how reading can be a leisure activity.

Discuss the information that can be found in newspapers and magazines.

9.05.03 Student will explore various types of reading materials that are available.

9.05.04 Student will demonstrate the ability to engage in leisure reading in the classroom.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	9 Reading Skills
GOAL OBJECTIVE	9.06 Vocational Terminology - Job Application

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
9.06.01 Student will recognize and know meaning of job application terminology.	Make flash cards with terminology found on a job application.
9.06.02 Student will be able to define and give examples of job application terminology.	Have students read the word and give the information verbally that would be required on the job application. Word hunts using vocational/survival words. Have students practice filling in mock job application forms. Locate and discuss the classified ads in the newspaper.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	10 Community Awareness
GOAL OBJECTIVE	10.01 Ability to Identify Community Resources

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.01.01 Student will name community resources available.	List and discuss the services and businesses available in the students' community.
10.01.02 Student will list methods of contacting community resources.	Have the students identify the services rendered by various community agencies and their importance to the community.
10.01.03 Student will tell how/why community resources should be utilized.	Locate community agencies in the phone book and on a map.
10.01.04 Student will name locations of community resources.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	10 Community Awareness
GOAL OBJECTIVE	10.02 Community Responsibilities

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.02.01 Student will identify his/her community responsibilities.	Have the class choose a community service project that the entire class can participate in.
10.02.02 Student will state why he/she should be involved in community responsibilities.	
10.02.03 Student will register/carry-out civic responsibilities.	

CURRICULAR DOMAIN

Daily Living Skills

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GOAL STATEMENT

10 Community Awareness

GOAL OBJECTIVE

10.03 Service To Community

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 10.03.01 Student will list ways of serving the community.
- 10.03.02 Student will give reasons why he/she should offer services to the community.
- 10.03.03 Student will list activities he/she has completed.

Have the students identify the services rendered by various community agencies and their importance to the community.

Guest speakers from various community agencies can visit the classroom.

Have students write invitations to people from the community agencies to visit their class.

Discuss situations where people in a community need to work together to achieve a goal.

List and discuss ways in which students can be of service to their community.

Have the class choose a community service project that the entire class can participate in.

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	10 Community Awareness
GOAL OBJECTIVE	10.04 Necessity of Laws and Regulations

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.04.01 Student will state the need for laws/regulations.	Discuss community responsibilities such as voting, paying taxes, supporting local schools, etc.
10.04.02 Student will name laws/regulations in home, school, and community.	Discuss ways to solve a problem besides fighting.
10.04.03 Student will list ways of observing/violating traffic laws, pedestrian laws, community laws.	Discuss the importance of respecting and following laws and regulations.
10.04.04 Student will relate consequences of breaking a community law.	Discuss the results of following and not following community laws and regulations.
10.04.05 Student will list methods of reporting law violations.	

CURRICULAR DOMAIN	Daily Living Skills
GOAL STATEMENT	10 Community Awareness
GOAL OBJECTIVE	10.05 Appropriate Interactions with Others

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
10.05.01 Student will describe appropriate behaviors when interacting with others.	Discuss situations where people in a community need to work together to achieve a goal.
10.05.02 Student will cite reasons for not exposing self in public, interacting with strangers, not displaying inappropriate affection toward others, not informing responsible person of whereabouts.	Have the class choose a community service project that the entire class can participate in. Discuss and role play appropriate methods of dealing with anger, disappointment, frustration. Discuss the importance of respecting and following laws and regulations.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

11 Personal Organization

GOAL OBJECTIVE

11.01 Responsibility for Own Possessions

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

11.01.01 Student will state reasons for taking responsibility for possessions.

Have students make a list of their most "prized" possessions and why they need to be responsible for them.

11.01.02 Student will role play responsibility/irresponsibility for his/her own possessions.

Discuss with students and list the steps to follow to be a responsible person.

11.01.03 Student will state reasons for maintaining personal possessions.

Divide students into groups. Assign each group a section of the classroom to organize.

11.01.04 Student will demonstrate ability to seek assistance in locating personal possessions.

Discuss how a responsible, organized person can be a good worker.

11.01.05 Student will identify personal belongings as opposed to property of others.

Discuss different jobs such as maintenance worker, food service worker, and how a responsible, organized person can benefit and make their jobs easier.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

11 Personal Organization

GOAL OBJECTIVE

11.02 Organization of Personal Belongings

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 11.02.01 Student will state reasons for organizing personal belongings.
- 11.02.02 Student will state methods for organizing his/her personal belongings.

Have students organize their desks by labeling a container for paper, pencils, erasers, etc. Different sizes of boxes can be used, as well as large lids from jars.

Divide students into groups. Assign each group a section of the classroom to organize.

Spend some time during the day observing the maintenance and cafeteria workers at school. After observing, discuss with the students the organizational techniques they observed.

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	11 Personal Organization
GOAL OBJECTIVE	11.03 Organization of Living Quarters

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
11.03.01 Student will state reasons for organizing home areas of bedroom, kitchen, bathroom, closets, and family room. 11.03.02 Student will list methods of organizing the home areas of bedroom, kitchen, bathroom, closets, and family room. 11.03.03 Student will discuss his/her role in organizing home areas. 11.03.04 Student will contract with parents on certain home organizational activities.	Divide students into groups. Assign each group a section of the classroom to organize. Discuss the necessity of organizing personal belongings at home. List the steps to follow in organizing the students' bedrooms at home. Have students take the list home and organize their room for a weekend homework assignment. Send explanatory note to parents.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
11.04.01 Student will define what a schedule is and how it organizes daily activities.	Discuss how a responsible, organized person can be a good worker.
11.04.02 Student will state types of schedules followed at home/school/job.	Have students schedule a portion of their classroom time. The students who follow their schedule can be assisted in scheduling a large portion of time.
11.04.03 Student will state importance of following a schedule.	Discuss how a schedule can be useful in helping a person to be organized and responsible at school/work/home.
11.04.04 Student will state how a schedule can be changed without frustration.	Discuss the importance of being flexible when you follow a schedule.
11.04.05 Student will name persons who can assist in schedule making/changes.	

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 12.01.01 Student will state different types of relationships: family/friends/dating/marriage.
- 12.01.02 Student will discuss his/her role in family/friends/dating/marriage relationships.
- 12.01.03 Student will give ways to establish new relationships in social situations.
- 12.01.04 Student will list ways of maintaining relationships in an appropriate manner.

Discuss the meaning of the word relationship. List different types of relationships and how the relationships are similar/different.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

12 Sexual Awareness

GOAL OBJECTIVE

12.02 Understanding of Feelings and Emotions

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
12.02.01 Student will define feelings/emotions. 12.02.02 Student will list/discuss feelings/emotions he/she has experienced. 12.02.03 Student will identify/discuss ways of sharing feelings/emotions with: peers, adults. 12.02.04 Student will name persons that can assist him/her in understanding and dealing with his/her emotions and feelings. 12.02.05 Student will demonstrate an awareness of the potential harm of not dealing with emotions/feelings.	Discuss feelings and emotions that middle high school students experience about dating relationships. Utilize group discussions, film strips, guest speakers to help students understand these feelings and emotions.

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	12 Sexual Awareness
GOAL OBJECTIVE	12.03 Puberty

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
12.03.01 Student will define puberty.	Display a model of the human body with removeable parts. Discuss with the students the role and function of each of the major organs.
12.03.02 Student will state ways in which puberty affects his/her body size, emotions, self-image, voice, interest in opposite gender.	Show films pertaining to body organs, functions, and systems.
12.03.03 Student will identify how puberty affects his/her relationships with other age related peers.	Show a film on human reproduction to both the boys and the girls in separate groups. Allow plenty of time for questions and discussion.
12.03.04 Student will discuss new expectations placed on them from peers and family due to the changes caused by puberty.	

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
12.04.01 Student will define dating and give reasons for dating. 12.04.02 Student will define ways of dating. 12.04.03 Student will discuss affects of dating on their self-esteem. 12.04.04 Student will list ways of initiating dates. 12.04.05 Student will demonstrate through role playing a dating situation. 12.04.06 Student will discuss appropriate/inappropriate dating behaviors. 12.04.07 Student will compile a list of activities suitable for dating. 12.04.08 Student will discuss proper grooming and hygiene for dating situations. 12.04.09 Student will discuss aspects of dating such as dating courtesies, time involved, cost, transportation. 12.04.10 Student will role play methods of breaking a date.	Discuss the meaning of the word relationship. List different types of relationships and how the relationships are similiar/different. Discuss and list types of affection and how to show affection appropriate toward other people.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 12.05.01 Student will define a good touch and a bad touch.
- 12.05.02 Student will state areas of the body where touching should not be permitted.
- 12.05.03 Student will state persons who he/she can discuss a good touch with.

Contact local police department to assist in informing the children of the procedure to follow if they are sexually mistreated by an adult. Be sure to inform parents and invite them to attend the presentation.

CURRICULAR DOMAIN

Personal Social Skills

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GOAL STATEMENT

12 Sexual Awareness

GOAL OBJECTIVE

12.06 Distinguish Between Intimacy and Friendly Affection

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 12.06.01 Student will discuss and give examples of intimacy.
- 12.06.02 Student will state ways of showing affection for family members, friends, and boy/girl friends.
- 12.06.03 Student will be aware of relationships in which friendly affection can lead to intimacy.
- 12.06.04 Student will list ways in which affection versus intimacy can affect his/her life.

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	13 Self-Concept
GOAL OBJECTIVE	13.01 Dealing with Criticism

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
13.01.01 Student will give examples of positive criticism and negative criticism.	Discuss the meaning of the word criticism and how criticism can be helpful.
13.01.02 Student will role play ways of criticizing someone in a positive and negative manner.	Role play methods of "accepting" and "dealing" with positive/negative criticism.
13.01.03 Student will role play ways to effectively deal with positive and negative criticism.	Provide a full length mirror in the classroom. Discuss with the students how their personal appearance can affect their feelings about themselves.
13.01.04 Student will discuss emotions experienced after being positively/negatively criticized.	
13.01.05 Through a role playing situation, the student will identify who is making the criticism, why, and if the criticism is valid.	

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

13 Self-Concept

GOAL OBJECTIVE

13.02 Understanding of Personal Strengths

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 13.02.01 Student will identify own personal strengths.
- 13.02.02 Student will tell how he/she can use his/her personal strengths to his/her own benefit.

Give each student a self-attitude and personality check list with a rating scale from one to five. Discuss each student's check list individually or in small groups.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 13.03.01 Student will identify a good self appearance and a bad self appearance through role playing situations.
- 13.03.02 Student will state reasons for maintaining a good personal appearance.
- 13.03.03 Student will state the necessity for making a good appearance a daily habit.
- 13.03.04 Student will state the affects of a good personal appearance and a bad personal appearance on his/her own self-image.

Discuss why an interviewer notices the interviewees' personal appearance.

Discuss simple ways to improve personal appearance (combing hair periodically throughout the day, ironing clothes before wearing, matching clothes appropriately, washing face and hands.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 13.04.01 Student will discuss responsible ways of being independent from adults.
- 13.04.02 Student will discuss the affects of being independent on his/her self-image and social maturity.
- 13.04.03 Student will be aware of the limitations of being independent and the time to seek assistance.
- 13.04.04 Student will discuss the ways in which he/she is independent now.
- 13.04.05 Student will discuss the responsibilities associated with being independent.
- 13.04.06 Student will discuss ways to increase his/her independence.

Have students list ways of becoming more independent at home, school.

Give students opportunities to be independent in the classroom. Positively praise the students when they do act independently in a responsible manner.

Discuss how being able to be independent can be helpful in obtaining and keeping a job.

Discuss why employers "value" an independent worker.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

13.05.01 Student will state reasons for expressing feelings of self-worth.

13.05.02 Student will identify feelings of self-worth and express those feelings.

13.05.03 Student will be asked to share feelings of self-worth weekly.

Have an individual conference with each student and administer a self-evaluation check list. Ask questions about the student, such as "What is your favorite thing to do?" "What do you think you do best?"

Discuss ways of expressing self-worth and why people should say good things about themselves.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 14.01.01 Student will discuss his/her role in the family.
- 14.01.02 Student will give reasons for cooperating within the family structure.

Have students list the names of the people in his/her family and discuss the role each person plays in the family.

Give students worksheets such as the following:
Write the name of the person in your family who does each of the following jobs in your house:

- _____ does the grocery shopping
- _____ prepares the meals
- _____ vacuums the carpet
- _____ takes out the trash
- _____ feeds the dog

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	14 Interpersonal Relationships
GOAL OBJECTIVE	14.02 Community

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
14.02.01 Student will identify their interpersonal relationships in the community (neighbors, etc.).	Show a film dealing with the interpersonal relationships of family members.
14.02.02 student will discuss ways of making new interpersonal relationships.	Role play family situations.
14.02.03 Student will discuss ways of resolving conflicts in interpersonal relationships.	Have students make a list of the duties they are responsible for doing at home. Discuss how learning to do these duties well can carry over to a job they may obtain in the community.
14.02.04 Student will discuss ways of maintaining an interpersonal relationship.	Discuss with students the interpersonal relationships they have with people in the community.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
14.03.01 Student will discuss appropriate relationships with co-workers, supervisors, etc. 14.03.02 Student will discuss ways to make and keep friends at work. 14.03.03 Student will discuss ways to resolve conflicts with supervisors, co-workers, employer, and other job related personnel. 14.03.04 Student will discuss ways of extending a work relationship to a social relationship. 14.03.05 Student will gain an awareness of separating a social relationship from the work environment.	List and discuss the appropriate ways to relate to co-workers, supervisors, employers. Role play ways of relating appropriately to co-workers, supervisors, employers. Assign students jobs to perform with other students in the classroom, building. Discuss with the students the ways they worked best with the other person and ways in which they had difficulties working with the other student and why.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 15.01.01 Student will list the steps necessary to follow to define a problem (what, why, who, how).
- 15.01.02 Student will state why a problem needs to be defined before it can be solved.
- 15.01.03 Student will make up a list of persons who can be of assistance in defining a problem (home, school, job).
- 15.01.04 Student will role play problem situations.

Discuss with students problems they have encountered at home, school, community, and how they have solved each problem.

List and discuss the steps to follow to solve a problem.

Give students problems to solve throughout the day.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

15 Problem Solving Skills

GOAL OBJECTIVE

15.02 Identify Possible Solutions

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

15.02.01 Student will identify a problem situation and list as many solutions to the problem as possible.

15.02.03 Student will assess the listed solutions and give a reason for the solution he/she chose.

15.02.04 Student will be aware that some solutions are neither good or bad, but necessary.

15.02.05 Student will list persons who can assist him/her in finding a solution to a problem (home, school, job).

Role play problem situations and have the students follow the steps to be used to solve a problem.

Break the class into small groups. Give each group a problem situation. Instruct the students to use the steps discussed to solve a problem to decide on three possible solutions. They are then to assess the solutions and choose the best solution. Bring all the groups back together and discuss the problems and their solutions.

Role play problems and solutions that could occur in various jobs (maintenance, fast food, sales, secretarial).

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

15.03.01 Student will state why it is important to assess all possible solutions before choosing a solution.

15.03.02 Student will demonstrate knowledge of assessment of solutions in problem solving by role playing problem situations.

15.03.03 Student will name persons who can be of assistance in assessing solutions to a problem.

Use the building staff, teachers, cafeteria workers to set up a problem for a particular student to encounter without the student knowing about it. Discuss the problem and solution with the class.

Discuss and list the importance of assessing solutions to a problem.

List the steps to follow to assess the solution to a problem.

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	15 Problem Solving Skills
GOAL OBJECTIVE	15.04 Assistance

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 15.04.01 Student will state when assistance is needed in solving a problem.
- 15.04.02 Student will list persons and other resources that can be of assistance in solving a problem or assessing solutions to a problem.
- 15.04.03 Student will state how to be of assistance to another person in solving a problem.

Make a list of people who can help solve a problem at home, school, community, and on the job.

Give students problems to solve throughout the day. (This activity includes all four objectives).

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 16.01.01 Student will state what an authority figure is.
- 16.01.02 Student will state names of authority figures at home, school, work, and community.
- 16.01.03 Student will state how authority figures can be of assistance to him/her.

Have the students list names of people whose opinions they accept (grandparents, parents, religious people, teachers). Discuss why the opinions of these people are accepted or rejected.

Have the students list the names of authority figures at home, school, in the community. Discuss the role of each authority figure.

List who the authority figures would be in a particular job situation and how an employee would show respect for that person.

CURRICULAR DOMAIN	Personal Social Skills
GOAL STATEMENT	16 Awareness of Authority Figures
GOAL OBJECTIVE	16.02 Roles of Authority Figures

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
16.02.01 Student will state the role of an authority figure in the home, school, work, and community environment.	Have the students list the names of authority figures at home, school, in the community. Discuss the role of each authority figure.
16.02.02 Student will state why it is necessary to have authority figures.	Bring in guest speakers who are authority figures at school and in the community. Have them discuss their role and how they can be of assistance to the students. Have students make the arrangements for the speakers to come in.
16.02.03 Student will state the necessity of cooperating with an authority figure.	
16.02.04 Student will role play being an authority figure in a certain situation.	Have students discuss situations in which they have been or will be an authority figure and what authority they had (babysitter, usher at church).

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 16.03.01 Student will define respect.
- 16.03.02 Student will list reasons why authority figures should be respected.
- 16.03.03 Student will list verbal and non-verbal ways of showing respect for an authority figure.
- 16.03.04 Student will state the appropriate ways of relating verbally/non-verbally to an authority figure who is not respected.
- 16.03.05 Student will discuss reasons why an authority figure can be liked but not respected as a person and vice-versa.

List who the authority figures would be in a particular job situation and how an employee would show respect for that person.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

16 Awareness of Authority Figures

GOAL OBJECTIVE

16.04 Authority Figures as a Resource

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 16.04.01 Student will state how authority figures at home, school, work, and in the community can be used as resources.
- 16.04.02 Student will list ways to contact authority figures as resources.

Refer to Goal Objective 16.02

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

17 Awareness of Appropriate/Inappropriate Behaviors

GOAL OBJECTIVE

17.01 At School

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
17.01.01 student will name appropriate/inappropriate school behaviors. 17.01.02 Student will state reasons for behaving appropriately at school. 17.01.03 Student will state the possible consequences of inappropriate school behavior. 17.01.04 Student will state ways of changing inappropriate behavior to appropriate behavior. 17.01.05 Student will state names of school personnel who can assist him/her in changing inappropriate behaviors.	Discuss appropriate behaviors for school, work, home, friends. Role play hypothetical situations in which the student must decide how to behave. Discuss together as a class the behavior exhibited in the situation by the student. Ask questions such as: 1. If another student bumps into me while passing in the hallway, I would a. hit him/her back b. discuss the incident with the teacher/dean c. dismiss the incident as unavoidable due to the crowding in the hallway. Discuss chosen answers with the students. Discuss the consequences of appropriate/inappropriate behaviors at school, home, work, with friends.

CURRICULAR DOMAIN

Personal Social Skills

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GOAL STATEMENT

17 Awareness of Appropriate/Inappropriate Behaviors

GOAL OBJECTIVE

17.02 At work

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 17.02.01 Student will name appropriate/
inappropriate work behaviors.
- 17.02.02 Student will state reasons for behaving
appropriately in a work situation.
- 17.02.03 Student will state reasons for
controlling impulsive behavior at work.
- 17.02.04 Student will discuss the consequences
of inappropriate behavior at work.
- 17.02.05 Student will discuss the consequences
of appropriate behavior at work.
- 17.02.06 Student will role play appropriate
behaviors in given work situations.

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CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

17 Awareness of Appropriate/Inappropriate Behaviors

GOAL OBJECTIVE

17.03 At Home

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 17.03.01 Student will discuss appropriate behaviors in the home.
- 17.03.02 Student will discuss inappropriate behaviors in the home.
- 17.03.03 Student will give reasons why appropriate behavior is necessary at home.
- 17.03.04 Student will state the consequences of appropriate/inappropriate behaviors at home.
- 17.03.05 Student will state how family members can assist other family members to behave appropriately for his/her particular home environment.

CURRICULAR DOMAIN

Personal Social Skills

GOAL STATEMENT

17 Awareness of Appropriate/Inappropriate Behaviors

GOAL OBJECTIVE

17.04 With Friends

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
17.04.01 Student will state how appropriate and inappropriate behaviors can affect a friendship. 17.04.02 Student will role play inappropriate behaviors with friends at school, home, parties, sporting events, dating situations. 17.04.03 Student will state ways of dealing with friends who exhibit inappropriate behaviors. 17.04.04 Student will list inappropriate behaviors disliked by his/her friends.	Role play hypothetical situations in which the student must decide how to behave. Discuss together as a class the behavior exhibited in the situation by the student. Discuss appropriate behaviors for school, work, home, friends. Discuss the consequences of appropriate/inappropriate behaviors at school, home, work, with friends.

CURRICULAR DOMAIN Occupational Guidance and Preparation

GOAL STATEMENT 18 Career Education

GOAL OBJECTIVE 18.01 Awareness of Jobs

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.01.01 Student will state reasons for working (financial, personal). 18.01.02 Student will state what work is. 18.01.03 student will list names of places where he/she thinks he/she could work considering his/her job capabilities. 18.01.04 Student will take the Vocational Skills Inventory to determine his/her job interests. 18.01.05 Student will list his/her strengths and weaknesses and how they would affect his/her choice of jobs (job skills). 18.01.06 Student will list jobs that he/she could successfully for and do with his/her particular job skills.	Discuss with the students any types of paying jobs they may have and the responsibilities and materials associated with the job (babysitting, delivering newspapers, mowing lawns, shoveling snow, other). Have students make a booklet of the jobs they think they are interested in and capable of doing. Use newspapers/magazines to find articles and pictures of people performing the jobs. Discuss each student's booklet with the class. Have students design and put up a bulletin board about jobs that are available to them now and jobs that they would be interested in for the future. Invite guest speakers from various occupations. Role play various jobs.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

18 Career Education

GOAL OBJECTIVE

18.02 Job Responsibility

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.02.01 Student will state the necessity for being a responsible employee. 18.02.02 Student will state how being a responsible employee will help him/her to compete their job responsibilities. 18.02.03 Student will list appropriate job responsibilities when given a job title (waitress, mechanic, store clerk). 18.02.04 Student will state reasons for being punctual to their job and how being punctual/not punctual can affect their job responsibilities. 18.02.05 Student will name persons who can inform him/her of their job responsibilities and assist him/her with the responsibilities if necessary. 18.02.06 Student will list ways to be a responsible employee. 18.02.07 Student will state the consequences of being a responsible employee (promotions, increased responsibility, salary/wage increase). 18.02.08 Student will state the consequences of being an irresponsible employee (poor evaluation/reference, suspension, loss of job).	Refer to Goal Objective 18.01

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

18 Career Education

GOAL OBJECTIVE

18.03 Job Environment

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.03.01 Student will state the importance of being aware of the job environment before accepting a job. 18.03.02 Student will list things in the job environment that might affect his/her decision about the job (noise, smell, dust, temperature, safety conditions). 18.03.03 Student will state how the job environment can affect his/her job performance. 18.03.04 Student will list ways in which he/she can adjust to an uncomfortable environment (overly cold, warm, dirty, smelly). 18.03.05 Student will name persons he/she can contact for assistance if the work environment is unhealthy and/or unsafe (job supervisor, company nurse, other). 18.03.06 Student will state how he/she can help in making a job environment more pleasant.	Visit various job sites.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.04.01 Student will state the reasons for having all job materials in working order at all times.	Show films relevant to student job interests. Discuss the qualifications for the job and if the student can or could meet the qualifications.
18.04.02 Student will state the importance of returning all job materials to their designated location in good working condition after using them.	
18.04.03 Student will state the importance of having the correct job materials that are needed for a job.	
18.04.04 Student will name person(s) who can assist him/her in obtaining necessary job materials.	
18.04.05 Student will state the procedure for obtaining necessary job materials.	
18.04.06 Student will state the importance of reporting material defects to the appropriate person.	
18.04.07 Student will state why he/she must know the rules for working with certain job materials.	

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	18 Career Education
GOAL OBJECTIVE	18.05 Job Interests

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.05.01 Student will complete the Reading - Free Vocational Interest Inventory to determine job interests.	Have students make a booklet of the jobs they think they are interested in and capable of doing. Use newspapers/magazines to find articles and pictures of people performing the jobs. Discuss each students' booklet with the class.
18.05.02 Student will list other jobs he/she may be interested in and the skills necessary to perform those jobs.	Have students design and put up a bulletin board about jobs that are available to them now and jobs that they would be interested in for the future.
18.05.03 Student will state the importance of obtaining a job he/she is interested in.	Assign each student a particular job to research and report on to the class. The report should include a description of the job, the materials needed and used on the job, a description of the job environment and responsibilities, and the qualifications for the job. Choose a job for each student to research from his/her list of job interests.
18.05.04 Student will state the necessity of taking a job he/she has no interest in (financial reasons, job availability).	
18.05.05 student will state what job interests of his/hers are realistic or unrealistic interests.	
18.05.06 Student will state his/her job strengths in determining job interests.	
18.05.07 Student will state why he/she is interested in a certain job.	

CURRICULAR DOMAIN	Occupational Guidance and Preparation
GOAL STATEMENT	18 Career Education
GOAL OBJECTIVE	18.06 Job Future Considerations

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
18.06.01 Student will state his/her reasons for obtaining a job (financial security, necessity).	Have students make a job file for the classroom. Refer to Goal Objective 18.05.
18.06.02 Student will state how his/her reasons for obtaining employment can affect his/her job future.	
18.06.03 Student will state how his/her behavior can affect his/her job future.	
18.06.04 Student will state the importance of assessing his/her future on a particular job. Student will assess salary, promotions, financial security).	
18.06.05 Student will list factors (health, economy, excessive absences, lack of motivation, irresponsibility, attitude).	
18.06.06 Student will list reasons why a person loses a job.	
18.06.07 Student will state how losing a job for whatever reason can affect future employability.	
18.06.08 Student will state how a poor job evaluation/reference can affect future employment.	
18.06.09 Student will list ways to improve his/her job status.	
18.06.10 Student will list things to consider for his/her job future.	

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 19.01.01 Student will legibly print/write the following personal data: name, address, city, state, zip code, phone number, height, weight, gender, birthdate, social security number.
- 19.01.02 Student will state the meaning of the word references.
- 19.01.03 Student will list appropriate persons and information needed about those persons for a job reference.
- 19.01.04 Student will make a reference card which will list each reference person's name, address, phone number, and relationship to the job applicant to be used when filling out a job application.

Have students write personal data about themselves each day. This data should include: name, address, city, state, zip code, phone number, birthdate.

Ask students throughout the day to give some personal data about himself/herself.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.02.01 Student will be able to tell time to the nearest hour, half-hour, and five minute intervals.	Use worksheets and schedules of daily work times in class to reinforce time telling.
19.02.02 Student will state the reasons for knowing how to tell time when he/she is working at a particular job (knowing arrival/departure times, break).	
19.02.03 Student will be able to state the names of the days of the week, months of the year.	Obtain and use a time clock. Penalize students who clock in late by subtracting points earned for work completed later in the day. Number of points earned determines a privilege or free time activity to be purchased. Give additional points for clocking in and out on time.
19.02.04 Student will be able to read a digital time read-out on a clock or watch.	
19.02.05 Student will discuss the importance of being able to tell time in order to follow a schedule.	Give students incentives for completing classroom job tasks using good work skills and on time. Several teacher developed programs could be used. Verbal positive reinforcement should always be used.
19.02.06 Student will state the procedure for establishing a schedule (daily, weekly, monthly, yearly).	
19.02.07 Student will develop a daily schedule and a weekly schedule for use at home.	
19.02.08 Student will demonstrate how to use an alarm clock.	
19.02.09 Student will demonstrate how to use a time clock.	
19.02.10 Student will state how a transportation schedule can affect punctuality.	

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.03 Develop Work Skills

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

19.03.01 Student will list the appropriate skills to have before obtaining a job (punctuality, task attention, following directions, listening skills).

19.03.02 Student will discuss the benefits of having good job skills.

19.03.03 Student will state how teasing, criticism, and frustration can affect job skills and job performance.

19.03.04 Student will state how physical/mental stamina can affect job skills.

19.03.05 Student will list any job skills he/she may already possess that will assist him/her in obtaining employment.

19.03.06 Student will state any previous paying jobs he/she has held and what skills were necessary for him/her to obtain that job.

19.03.07 Student will list some job interests and what skills are necessary for those particular jobs.

19.03.08 Student will name and describe each job skill for a particular job interest of his/hers.

19.03.09 Student will state what jobs would be appropriate for a middle school student (babysitting, paper route, etc.)

Refer to Goal Objective 19.02

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.03 Develop Work Skills continued

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

19.03.10 Student will list and describe skills
needed for jobs listed in Objective
19.03.09.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.04 Develop Positive Attitude Toward Work

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.04.01 Student will list positive attitude he/she has had towards a given job. 19.04.02 Student will list ways to develop good job attitudes. 19.04.03 Student will demonstrate an ability to note bad work attitudes. 19.04.04 Through role playing, student will demonstrate good work attitudes and how they affect co-workers. 19.04.05 Student will discuss how good work attitudes relate to good mental health, less stress, and better job production.	Refer to Goal Objective 19.02

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.05 Develop Good Work Habits

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.05.01 Student will discuss what good work habits he/she has in school and how they will relate to a job later on. 19.05.02 Student will give reasons why good work habits are necessary. 19.05.03 Student will demonstrate good work habits when given classroom jobs on a weekly basis. 19.05.04 Student will list good work habits for any given job. 19.05.05 Student will discuss the importance of maintaining a schedule as a good work habit. 19.05.06 When shown a picture of different jobs, student will identify good work habits versus bad work habits. 19.05.07 Student will be aware of supervisor criticism as a constructive means of developing good work habits.	Refer to Goal Objective 19.02

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

19 Job Preparedness Skills

GOAL OBJECTIVE

19.06 Job Application/Interview

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
19.06.01 Student will discuss why job applications are filed when seeking a job.	Use flash cards daily with words pertaining to a job application.
19.06.02 Student will role play a job interview.	Give students a mock job application and ask them to point to blanks where you see the word name, address, etc. Student locates the word on the application and fills in the appropriate information.
19.06.03 Student will become acquainted with job application terminology (see Appendix).	Provide several different application forms and have the students practice filling them out.
19.06.04 Student will demonstrate ability to fill out a job application.	Have students fill out cards with information they would need to fill out for a job application. The card should be small enough to fit in a wallet or pocket.
19.06.05 Student will discuss what things are important to say in a job interview.	Show films depicting appropriate job interview techniques. Discuss the appropriateness of the techniques used.
19.06.06 Student will name persons he/she may get help from in completing a job application.	Simulate and video tape students interviewing other students for a particular job. Replay and discuss the video tape with the students. Then simulate the interview again. Video tape it and discuss improvements.
19.06.07 Student will demonstrate an awareness of neatness and clarity on job applications.	

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

19.07.01 Student will orally read words on Vocational Terminology Sheet (see Appendix).

19.07.02 Student will discuss words and their application to job employment.

Use flash cards daily to review Vocational Terminology.

Use worksheets where students must match a job with Vocational Terminology pertinent to it.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

20.01.01 Student will state the importance of staying on task while performing a job.

Encourage students and give positive reinforcement when students are polite.

20.01.02 Student will state the consequences of not attending to job (reprimand by supervisor, write-up of behavior, suspension, dismissal from job).

Set a timer to ring to inform students when an activity should be completed.

20.01.03 Student will state how staying on task will improve his/her job performance.

Have students take turns delivering message/supplies to the office, library, attendance office. Include this task as one of the classroom responsibilities. Praise students when they are prompt and show a sense of responsibility.

Discuss the responsibilities and duties of lunchroom or cafeteria jobs. Attempt to have lunchroom or cafeteria jobs made available to the students.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 20.02.01 Student will discuss what punctuality is on a job and its importance.
- 20.02.02 Student will relate punctuality with "readiness" in school.
- 20.02.03 Student will discuss the consequence of tardiness.

Get a time clock for the classroom.

Set a timer to ring to inform students when an activity should be completed.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

20.03.01 Student will define responsibility.

Have students discuss responsibilities they currently have if they have a paying job.

20.03.02 Student will give reasons for importance of responsibility on job.

Discuss classroom job responsibilities and their importance.

20.03.03 Student will discuss different ways of being responsible on a job.

Get a time clock for the classroom. Reward students who are punctual with extra free time, a "no homework" pass, etc.

20.03.04 Student will demonstrate an awareness of respect and self-esteem as related to responsibility.

Discuss several jobs and the responsibilities associated with each job. Discuss the consequences of not being responsible on the jobs listed.

20.03.05 Student can demonstrate responsibility in daily work and classroom job tasks.

Discuss the benefits of being a responsible employee (bonus, salary increases, promotions, better working hours).

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.04.01 Student will discuss and define work tolerance. 20.04.02 Student will give examples of work tolerance in school. 20.04.03 Student will discuss ways to cope with work tolerance. 20.04.04 Student will role play intolerance on a job and how it affects attitudes and behaviors of co-workers and supervisors. 20.04.05 Student will name persons to whom he/she can seek assistance when work tolerance becomes a job problem. 20.04.06 Student will demonstrate an awareness of leaving a job when a work tolerance cannot be remedied. Discussion of positive ways to leave a job will be presented.	Set a timer to ring to inform students when an activity should be completed. Discuss the benefits of being a responsible employee (bonus, salary increases, promotions, better working hours). Develop an evaluation sheet on student performance and attitude for classroom duties.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.05.01 Student will list ways he/she follows directions in school. 20.05.02 Student will relate how following directions in school will benefit him/her later on a job. 20.05.03 Student will demonstrate an ability to follow directions on three to four step job tasks. 20.05.04 Student will discuss ways of coping when directions are forgotten or done out of sequence. 20.05.05 Student will list probable outcomes when following directions has not occurred correctly. 20.05.06 Student will demonstrate good listening skills and eye contact with adult when given a set of directions.	Discuss how following rules, directions, and getting along successfully with co-workers can help an employee to keep his/her job.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 20.06.01 Student will discuss ways in which he/she gets along with peers and teachers at school and how this will relate to future jobs.
- 20.06.02 Student will discuss reasons for getting along with co-workers and employers.
- 20.06.03 Student will discuss ways to cope with a bad situation at work.
- 20.06.04 Student will list ways to get along with co-workers and employer on a job.
- 20.06.05 Student will discuss his/her role as a team member on a job.

Discuss how following rules, directions, and getting along successfully with co-workers can help an employee to keep his/her job.

Given a certain job, students will break into groups and make up rules to be followed while performing each job. Discuss the rules with the entire class.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.07.01 Student will list job courtesies	Discuss how following rules, directions, and getting along successfully with co-workers can help an employee to keep his/her job.
20.07.02 Student will give reasons why job courtesies are necessary.	Emphasize helping and assisting others at home, school, in the community. Praise and encourage students to do this.
20.07.03 Student will demonstrate job courtesies through role playing.	
20.07.04 Student will relate how courtesies extended to himself/herself from others affects his/her work attitudes.	
20.07.05 Student will go to a community business and make a list of job courtesies he/she sees.	

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

20 Work/Study Habits

GOAL OBJECTIVE

20.08 Following Rules on Job

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
20.08.01 Student will gie reasons for following rules on a job.	Discuss the benefits of being a responsible employee (bonus, salary increases, promotions, better working hours).
20.08.02 Student will state when rules are followed at school.	Discuss the necessity of folowing rules and why rules are made.
20.08.03 Student will demonstrate knowledge of obeying rules as part of job responsibility.	Given a cretain job, students will break into groups and make up rules to be folowed while performing each job. Discuss the rules with the entire class.
20.08.04 Student will discuss consequences of not following rules on a job.	
20.08.05 Student will respond appropriately to given set of rules.	

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

20.09.01 Student will give reasons for job safety.

Encourage students and give positive reinforcement when students are polite.

20.09.02 Student will discuss consequences of not following job safety rules.

Discuss the responsibilities and duties of lunchroom or cafeteria jobs. Attempt to have lunchroom or cafeteria jobs made available to the students.

20.09.03 Student will demonstrate job safety through tasks given by classroom teacher.

Have students take turns delivering messages/supplies to the office, library, attendance office. Include this task as one of the classroom responsibilities. Praise students when they are prompt and show a sense of responsibility.

20.09.04 Student will list kinds of safety rules necessary on any job.

Role play job safety procedures for certain jobs.

Video tape shots of students while in the classroom, lunchroom, gym, boarding or getting off the bus that illustrate safety.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

21.01.01 Student will state how to show respect for his/her job while on the job.

21.01.02 Student will state importance for showing respect for his/her job.

21.01.03 Student will list the consequences of being disrespectful of his/her job.

21.01.04 Student will state ways of dealing with disrespect from co-workers (avoidance, discussions with supervisor, co-workers).

Have students formulate a definition of the word respect. Write the definition on the board. Have students list the names of people they respect and why.

Have students invite guest speakers to discuss their jobs and why they respect their job, co-workers, supervisors, and the property of others associated with their job.

Have students list ways of showing respect for classmates and teachers. Discuss how these could be carried over to a job situation.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

21 Respect

GOAL OBJECTIVE

21.02 Co-Workers

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

21.02.01 Student will state the importance of having respect for co-workers as a job necessity.

21.02.02 Student will state ways of earning/keeping respect of co-workers.

21.02.03 Student will state ways of showing respect for co-workers.

21.02.04 Student will be aware of the fact that they must cooperate and work with a co-worker whom they don't respect.

Discuss the importance of showing respect for classmates and teachers. Relate this to showing respect for co-workers and supervisors on a job.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

21 Respect

GOAL OBJECTIVE

21.03 Property

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- , 21.03.01 Student will state the reasons for respecting personal property.
- 21.03.02 Student will state the reasons for respecting the property of others.
- 21.03.03 Student will state the consequences of destroying/damaging property of others.
- 21.03.04 Student will state the importance of maintaining job site/job materials.
- 21.03.05 Student will be aware that showing respect for property increases his/her job worth.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

21 Respect

GOAL OBJECTIVE

21.04 Supervisor(s)

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

- 21.04.01 Student will state the reasons for showing respect for job supervisor.
- 21.04.02 Student will list the ways to show respect for job supervisors.
- 21.04.03 Student will state consequences of not having/showing respect for supervisors.
- 21.04.04 Student will be aware that having/showing respect for supervisor will create a better impression of himself/herself.
- 21.04.05 Student will be aware that having/showing respect for a supervisor increases his/her employability and value as an employee.

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
22.01.01 Student will state reasons for working independently on a task.	Discuss the meaning of the word simulated and how learning simulated jobs can assist a person in learning an actual job task.
22.01.02 Student will list reasons for maintaining continuous level of production without supervision.	Video tape students performing a simulated job task individually and with a group. Play back the video tape and discuss it with the students.
22.01.03 Student will state the necessity of informing supervisor immediately when work is completed and if additional work is to be completed.	Have students sort various objects by color, size, shape, length, thickness, value (coins, bills). Students may work on this exercise independently. Explain each sorting task individually. Suggested sorting items:
22.01.04 Student will state the reasons for initiating and maintaining work independently.	a. silverware/dinnerware b. nuts, bolts, washers, nails, screws c. money
22.01.05 Student will state reasons for being flexible on an independent job task.	d. writing instruments (pencils, pens, felt tip markers)
22.01.06 Student will set own goals when working independently.	Give students a box of items to match. Students must find the items that match and place them together. Related pairs of items that could be used are cups and saucers, salt and pepper shakers, nuts and bolts, napkins and napkin rings. Items such as socks, mittens, gloves, shoes can also be used.
	Have students staple their daily work papers in a specific order before turning them in to be graded. Incorporate stapling techniques into certain art projects.

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

Assembling: Give the students nuts and bolts in different sizes that must be attached to a board in a particular order. Students can be timed on this activity when they have become experienced with the task. This can serve as a motivational technique.

Packaging: Video tape the use of packing materials. Have the students watch the video and then demonstrate what they've learned.

Packaging items should include different sizes of bags, boxes, envelopes, etc. Provide and demonstrate the use of particular wrapping materials such as tape, twine, twisties, other.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

22 Simulated Job Tasks

GOAL OBJECTIVE

22.02 Group Job Tasks

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

22.02.01 Student will state the importance of cooperating with co-workers as a team.

22.02.02 Student will state necessity for maintaining a continuous level of production as a team member.

22.02.03 Student will state the importance of keeping work station supplied when working as a team member.

22.02.04 Student will state the necessity for doing his/her job as a part of the team.

22.02.05 Student will state the necessity for helping others as a member of a team.

22.02.06 Student will state the reasons for being flexible as a team member.

Refer to Goal Objective 22.01

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
23.01.01 Student will state the formal networks for seeking a job and where they are located (newspaper want ads, employment services, other).	Have students compile a classroom job file which includes the name of a job, the description of the job, the qualifications for the job (needed skills).
23.01.02 Student will state the informal networks for seeking a job (relatives, friends).	Discuss the job requirements listed for jobs in the job file. Discuss with the students whether or not they can meet the job requirements.
23.01.03 Student will be able to read a job application (see Job Application Word List).	Discuss with the students how trainnig programs can prepare them for a job they desire.
23.01.04 Student will complete a job application with 100% accuracy (see sample).	Prepare a pupil analysis sheet to be filled out by the student to determine his/her job interests and strengths/weaknesses.
23.01.05 Student will state the skills needed to perform a certain job when given a job description (motor skill requirements, academic skill requirements, problem solving requirements, other).	Discuss with students ways to seek a job. (Employment agencies, government operated unemployment offices, newspaper/magazine want ads, word of mouth).
23.01.06 Student will state the reasons for assessing the health/safety features of a job, the employee facilities, the work atmosphere when seeking a job.	Use the classified ads in the newspaper to find a job that is of interest to each student. Discuss the student's strengths/weaknesses in relationship to the chosen job.
23.01.07 Student will state the meaning of the words "salary", "benefits", and state how they will affect his/her choice of jobs.	
23.01.08 Student will state the reasons for knowing the location of a job before deciding to take the job.	

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

23 Job Placement

GOAL OBJECTIVE

23.01 Job Seeking Skills continued

PROGRAM OBJECTIVES

TEACHING ACTIVITIES

23.01.09 Student will role play an interview for different jobs.

CURRICULAR DOMAIN

Occupational Guidance and Preparation

GOAL STATEMENT

24 Job Safety Skills

GOAL OBJECTIVE

24.01 Basic Understanding of Safety Rules and Regulations

PROGRAM OBJECTIVES	TEACHING ACTIVITIES
24.01.01 Student will state the reasons for knowing and following the rules for a particular job and a job environment.	Discuss the importance of following job safety rules.
24.01.02 Student will state the consequences of not following the rules for a particular job (poor job evaluation, possibility of being fired, effect on future employment).	List classroom jobs and rules that must be followed when performing those jobs. (Handing out and putting away scissors, emptying a pencil sharpener, replacing books/materials on a high shelf requiring the use of a stool).
24.01.03 Student will state the importance of knowing where the fire codes/regulations and exits are located in the job environment.	Pull job descriptions of jobs from the jobs file. Have students discuss and list job safety rules that would pertain to that job.
24.01.04 Student will state the importance of reporting possible hazards on the job site.	Role play the consequences of not following safety rules in the classroom, at a job site.
24.01.05 Student will be aware of proper types of clothing to wear when operating machinery (no loose clothing or jewelry).	As students who are employed to discuss the job safety rules they must follow on their job.
24.01.06 Student will state procedure to follow in emergency situations (fire, accident).	List people who could explain job safety rules to an employee.
24.01.07 Student will state the importance of keeping his/her work area clean.	Discuss proper attire to wear when seeking a job and how the attire can affect the outcome of a job interview.
24.01.08 Student will state reasons for following specific job safety rules.	Discuss the appropriate manners and courtesies to use when seeking a job.

ITEMS FOR APPENDIX

- < Statistics and Factors Associated with the Employment of Handicapped Youth - 1979 to Present
- < Approximately 50% to 75% of adult handicapped workers are unemployed (U.S. Commission on Civil Rights - 1983)
- < Of interviewed sample (Vermont, 1985), 55% of the 462 students were in paid jobs; if homemakers, students, and the disabled are eliminated as potential job seekers, 166 (65%) of the 255 actually in the job market were employed. Virtually all (99%) were in non-subsidized jobs, although only 67% were full-time.
- < Of the 65% employed, 83% found jobs on their own (self/family/friend network).
- < 64% of those interviewed (Vermont study) continue to reside with their parents or guardian.
- < 66% of males were employed as compared with 33% of females (Vermont study).
- < For those students who had vocational education, 61% were currently employed, compared with 45% of those who had no vocational education (Vermont study).
- < 47% of those who had work experience programs in high school were employed versus 58% of those who did not.
- < Vermont Job Service reported no contact at all from 65% to 96% of all handicapped youth currently employed.
- < (Vermont study) of the 220 youth who were interviewed after two consecutive years of employment, 23% showed a change in employment status from one year to the next. In a further analysis of 40 youths who were interviewed over four consecutive years, 63% showed a change in employment status.
- < (Virginia study) 77% of handicapped youth were receiving federal financial subsidies before job placement. Many (65%) came from segregated school programs, and only one-third had the opportunity to receive community-based vocational training.
- < (Virginia study) mean income of full-time employment clients was \$7,280, part-time employed was \$3,640 (1985).
- < In a 1972 review of research on the vocational adjustment of Mildly Mentally Handicapped adolescents, it is noted that most work maladjustments of this group are

attributable to poor interpersonal skills (Foss and Peterson, 1981).

- < As reported by Foss and Peterson (1981), the ratings (in order) as most relevant to job tenure by employers were:
- a. Following supervision instructions
 - b. Responding appropriately to supervisor criticism
 - c. Refraining from bizarre or irritating behavior
 - d. Working independently of direct supervision
 - e. Maintaining an appropriate personal appearance
 - f. Interacting appropriately with co-workers while on the job
 - g. Controlling aggressive behavior
 - h. Requesting assistance as needed

The three least relevant behaviors necessary on a job were:

1. Sense of humor
2. Offering assistance to co-workers
3. Performing without undue anxiety in the presence of the supervisor

- < PWI, or Projects With Industry, was initially funded by the Vocational Rehabilitation amendments of 1968 (U.S. P.L. 90-391) and were expanded under the Rehabilitation Act of 1973 (U.S. P.L. 93-112). PWI places sheltered workshop clients into competitive jobs. Of 27 people placed in PWI (Ohio) between 1978-80, 48% were placed in competitive jobs.
- < Of the 13 PWI job placements (48%), four were dishwasher operators, two were janitorial, one was food service, one was laundry, one was McDonald's, and one was factory. In 1978, 58 additional job placements were made through PWI. Of those, seventeen were at McDonald's, ten were janitorial, and ten were factory. Salaries at the time ranged from \$2.65 - \$3.10 an hour. A hotel laundry position paid \$4.00 an hour, a janitorial position paid \$4.43 an hour, and a factory position paid \$4.18 an hour.
- < PWI maintained that the placement success at McDonald's and hotel housekeeping positions was due to the very structured nature of the position.
- < Wehman (1981) placed 33 adults in competitive jobs between 9-78 and 3-80. At follow-up, they had worked an average of 6.9 months and 78% were still employed.
- < (Brickley, 1985) states that of the 31 participants who lived with their parents in 1978, 65% were employed as of 1983, while only 41% of the 22 participants who lived in

group homes, boarding homes, apartments, and foster care were employed as of 1983. Interviews found that 100% of the participants who lived at home said their parents had a great deal of influence over them and their attitude toward work.

- < Parents felt it was more important for their son or daughter to work than it was how much money they earned (Brickey, 1985). The employees, in turn, thought of work as something everyone does.
- < The average annual wage of \$4.14 for work activity and sheltered workshop employees is not consistent with the demonstrated vocational abilities of many persons with mental retardation (Whitehead, 1979; Whitehead and Rhodes, 1985).
- < Wehman (1984) - great majority (86%) of 167 persons with mental retardation that are in competitive full-time or part-time employment, are receiving regular financial aid from the government at time of placement.
- < Wehman (1984) - of 167 employed adults, 71% lived with their parents, and 90% lacked skills to use public transportation.
- < Titus and Travis (1973) state that males changed jobs more frequently than females and when asked why they changed jobs, the majority responded that they disliked the position they were in.
- < Quote from article by Titus and Travis (1973) - "Generally speaking, most employers felt that the school (LaGrange Area Department of Special Education, Illinois) might have better prepared the individuals going through the Pre-vocational program for the different types of work and social relationships they would encounter in a working situation."

FUNCTIONAL VOCABULARY LIST

NAME _____

_____ ADULTS ONLY
 _____ ALL DELIVERIES IN REAR
 _____ ALL TERMS CASH
 _____ ALTERNATE SIDE PARKING
 _____ ANTIDOTE
 _____ APARTMENT FOR RENT
 _____ ASK ATTENDANT FOR KEY

_____ BANK
 _____ BELL OUT OF ORDER
 _____ BEWARE OF DOG
 _____ BOY WANTED
 _____ BRIDGE OUT
 _____ BUMP
 _____ BUS ONLY
 _____ BUS STOP
 _____ BY-PASS

_____ CAFETERIA
 _____ CASHIER
 _____ CAUTION
 _____ CLOSED
 _____ COMBUSTIBLE
 _____ CONDEMNED
 _____ CONSTRUCTION ZONE

_____ CONTAMINATED
 _____ CROSSWALK
 _____ COUNT YOUR CHANGE
 _____ CURVE AHEAD
 _____ CUSTOMER PARKING ONLY

_____ DANGER
 _____ DANGEROUS CURVE
 _____ DEAD END STREET
 _____ DEER CROSSING (CATTLE)
 _____ DENTIST
 _____ DEPARTMENT STORE
 _____ DETOUR
 _____ DIM LIGHTS
 _____ DIP
 _____ DISCOUNT STORE
 _____ DOCTOR (DR.)
 _____ DO NOT ASK FOR CREDIT
 _____ DO NOT BLOCK WALK (DRIVEWAY)
 _____ DO NOT CROWD
 _____ DO NOT DISTURB
 _____ DO NOT DRIVE INTO SMOKE
 _____ DO NOT ENTER
 _____ DO NOT HANDLE
 _____ DO NOT INCINERATE
 _____ DO NOT INHALE FUMES
 _____ DO NOT PASS

_____ DO NOT PUT HEAD OR ARMS
 _____ OUT OF THE WINDOW
 _____ DO NOT REFREEZE
 _____ DO NOT SHOVE
 _____ DO NOT STAND UP
 _____ DO NOT TALK TO OPERATOR
 _____ DO NOT TOUCH
 _____ DO NOT USE NEAR OPEN
 _____ FLAME (HEAT)
 _____ DO NOT WALK ON TRACKS
 _____ DON'T WALK (TALK)
 _____ DOOR OPENS IN (OUT)
 _____ DOWN
 _____ DRIVE SLOWLY
 _____ DYNAMITE

_____ ELEVATOR
 _____ EMERGENCY EXIT
 _____ EMERGENCY ONLY
 _____ EMERGENCY VEHICLES ONLY
 _____ EMPLOYEES ENTRANCE
 _____ EMPLOYEES ONLY
 _____ EMPLOYMENT OFFICE
 _____ END
 _____ ENTER HERE (AT FRONT)
 _____ ENTRANCE
 _____ ESCALATORS

FUNCTIONAL VOCABULARY LIST

NAME _____

____ EXIT (ONLY)
____ EXPLOSIVES
____ EXPRESSWAY

____ FALLING ROCKS
____ FALLOUT SHELTER
____ FIRE
____ FIRE ALARM
____ FIRE ESCAPE
____ FIRE EXTINGUISHER
____ FIRST AID
____ FLAMMABLE
____ FLOOD
____ FOLLOW DIRECTIONS ON BOX
____ FOR EXTERNAL USE ONLY
____ FOR SALE (RENT)
____ FOUND
____ FOUR-WAY STOP
____ FRAGILE
____ FREEWAY
____ FRESH PAINT
____ FURNISHED

____ GARAGE
____ GASOLINE

____ GATE
____ GENTLEMEN
____ GIRL WANTED
____ GLASS
____ GO
____ GO SLOW

____ HANDLE WITH CARE
____ HANDS OFF
____ HAVE FARE READY
____ HELP WANTED
____ HIGH VOLTAGE
____ HOSPITAL
____ HOSPITAL ZONE

____ IN
____ INFLAMMABLE
____ INFORMATION
____ INSPECTION STATION
____ INSTRUCTIONS

____ KEEP AWAY
____ KEEP CLOSED AT ALL TIMES

____ KEEP HANDS OFF DOOR
____ KEEP LEFT (RIGHT)
____ KEEP OFF
____ KEEP OUT
____ KEEP REFRIGERATED

____ LADIES
____ LANE ENDS
____ LAVATORY
____ LEFT LANE MUST TURN LEFT
____ LEFT TURN ON SIGNAL ONLY
____ LISTEN
____ LIVE WIRES
____ LOADING ZONE
____ LOOK
____ LOOK OUT FOR CARS (TRUCKS)
____ LOST AND FOUND
____ LOUNGE
____ LOW OVERHEAD

____ MPH
____ MANAGER
____ MECHANIC ON DUTY
____ MEN
____ MEN WORKING

FUNCTIONAL VOCABULARY LIST

NAME _____

____ MERGE LEFT (RIGHT)
 ____ MERGING TRAFFIC
 ____ MILITARY RESERVATION
 ____ MOTEL

____ NARROW BRIDGE
 ____ NEXT WINDOW (GATE)
 ____ NO ADMITTANCE
 ____ NO CHECKS CASHED
 ____ NO CREDIT
 ____ NO DIVING
 ____ NO DOGS ALLOWED
 ____ NO DUMPING
 ____ NO EXPERIENCE NECESSARY
 ____ NO FIRES
 ____ NO FISHING
 ____ NO LEFT TURN (RIGHT)
 ____ NO LOITERING
 ____ NO MINORS
 ____ NO PARKING
 ____ NO PASSING
 ____ NO PETS ALLOWED
 ____ NO RIGHT TURN ON RED LIGHT (LEFT)
 ____ NO SMOKING
 ____ NO SPITTING
 ____ NO STANDING
 ____ NO STEP

____ NO STOPPING
 ____ NO SWIMMING
 ____ NO TOKENS
 ____ NO TRESPASSING
 ____ NO TURNS
 ____ NO U TURN
 ____ NOT A THROUGH STREET
 ____ NOT FOR EXTERNAL USE
 ____ NOT RESPONSIBLE FOR LOST ARTICLES
 ____ NOTARY PUBLIC
 ____ NOXIOUS

____ ONE LANE TRAFFIC
 ____ ONE WAY - DO NOT ENTER
 ____ ONE WAY TRAFFIC
 ____ OPEN
 ____ OPEN OTHER SIDE
 ____ OUT OF ORDER
 ____ OUT TO LUNCH (DINNER)

____ PARSONAGE
 ____ PAVEMENT NARROWS (ENDS)
 ____ PAY AS YOU ENTER
 ____ PEDESTRIANS PROHIBITED
 ____ PLAYGROUND

____ PLEASE PAY CASHIER
 ____ PLEASE PAY WHEN SERVED
 ____ POISON
 ____ POISONOUS
 ____ POLICE (STATION)
 ____ POST OFFICE
 ____ POST NO BILLS
 ____ POSTED
 ____ PRESS BUTTON FOR SERVICE
 ____ PRIVATE
 ____ PRIVATE PROPERTY (ROAD)
 ____ PRESS TO OPEN
 ____ PROCEED AT YOUR OWN RISK
 ____ PULL
 ____ PUSH
 ____ PUT TRASH HERE

____ QUARANTINE
 ____ QUIET
 ____ QUIET ZONE

____ R. R.
 ____ RADAR
 ____ RAILROAD CROSSING
 ____ RECTORY

Tulsa Public Schools. Curriculum Suggestions for the Educable Mentally Handicapped Program in Junior High Schools. Tulsa, Oklahoma: Tulsa Public Schools - 1967.

FUNCTIONAL VOCABULARY LIST

NAME _____

____ REST ROOMS
 ____ RESUME SPEED
 ____ RIGHT LANE TURN
 ____ RIGHT ONLY
 ____ RIGHT TURN (ONLY)
 ____ RINGING BELL MEANS RISING ELEVATOR
 ____ ROAD CLOSED
 ____ ROAD ENDS
 ____ ROAD LEGALLY CLOSED
 ____ ROAD UNDER REPAIR

____ SAFETY FIRST
 ____ SCHOOL
 ____ SCHOOL BUS
 ____ SCHOOL STOP
 ____ SCHOOL ZONE
 ____ SELF-SERVICE
 ____ SELF-SERVICE ELEVATOR
 ____ SERVICE AREA
 ____ SHAKE WELL BEFORE USING
 ____ SHALLOW WATER
 ____ SINGLE LANE
 ____ SLIDE AREA
 ____ SLIPPERY WHEN WET
 ____ SLOW (DOWN)
 ____ SLOWER TRAFFIC KEEP RIGHT
 ____ SOFT SHOULDER
 ____ SMOKING PROHIBITED
 ____ SPEED LIMIT

____ SPEED ZONE AHEAD
 ____ SPITTING PROHIBITED
 ____ SQUEEZE LEFT (RIGHT)
 ____ STAIRWAY
 ____ STEEP GRADE
 ____ STEP DOWN (UP)
 ____ STEP TO REAR
 ____ STOP
 ____ STOP AHEAD
 ____ STOP-LOOK-LISTEN
 ____ STOP ON RED LIGHT
 ____ STOP YOUR MOTOR
 ____ STREET CLOSED
 ____ SUPERINTENDENT

____ TAXI (STAND)
 ____ TELEPHONE
 ____ TELEPHONE TO CALL POLICE
 ____ TERMS CASH
 ____ THIN ICE
 ____ THIS END UP
 ____ THIS SIDE UP
 ____ THIS WAY OUT
 ____ TICKET OFFICE
 ____ TOILET
 ____ TOLL (CALL)
 ____ TOW AWAY ZONE
 ____ TRAFFIC CIRCLE
 ____ TURN OFF 1/2 MILE (1/4)

____ TWO-WAY TRAFFIC AHEAD

____ UNFURNISHED
 ____ UP
 ____ UNDERPASS
 ____ U.S. MAIL
 ____ USE BEFORE (DATE)
 ____ USE IN OPEN AIR
 ____ USE LOW GEAR
 ____ USE OTHER DOOR

____ VACANCY
 ____ VIOLATORS WILL BE PROSECUTED
 ____ VOCATIONAL REHABILITATION
 ____ OFFICE

____ WAIT
 ____ WALK
 ____ WALK ON LEFT FACING TRAFFIC
 ____ WANTED
 ____ WARNING
 ____ WATCH FOR FLAGMAN
 ____ WATCH YOUR HEAD (STEP)
 ____ WET PAINT
 ____ WINDING ROAD
 ____ WOMEN
 ____ YIELD (RIGHT OF WAY)³¹

Tulsa Public Schools. Curriculum Suggestions for the Educable Mentally Handicapped Program in Junior High Schools. Tulsa, Oklahoma: Tulsa Public Schools - 1967.

VOCATIONAL VOCABULARY

ability	firm	operator	wage	cart	file
address	form	opportunity	want ads	cash	fireproof
advertising	height	owe	wear	cashier	fork
application	helper	payment	welfare	chalk	fry
apply	hire	permission	<u>withholding</u>	change	fuse
appointment	hour	permit	accelerator	charge	gallon
attitudes	increase	position	accessary	check	gas pedal
benefits	independent	practice	accident	chemical	gas tank
blank	information	quality	admit	cleaner	glass
boss	inquire	recommend	antifreeze	clerk	grease
budget	insurance	reference	attention	clutch	griddle
business	interview	reliable	automobile	condiments	grill
citizen	janitor	require	bake	cook	guest
city	job	responsible	battery	crankcase	headlights
clothes	labor	safety	beef	cup	honest
community	letter	salary	bleach	cutting	ignition
competition	license	security	bolt	damage	improve
courteous	local	self-evaluation	boss	damp	injury
customer	location	self-supporting	bottom	dent	iron
department	machine	signature	bowl	dessert	jack
directory	maintenance	tax	brake fluid	dishwasher	kitchen
discuss	manners	town	brakes	dollar	knife
duties	member	transfer	bread	door	label
earn	money	trustworthy	broom	dough	ladle
employ	newspaper	unemployment	brush	dozen	laundry
employee	notify	union	bumper	dye	leak
employer	number	vacation	bus boy	eggs	license
employment	obligation	Vocational Guidance	bus girl	engine	liquid
examination	occupation	Vocational	cafeteria	exit	load
experience	office	Rehabilitation	capable	fender	locate

Tulsa Public Schools. Curriculum Suggestions for the Educable Mentally Handicapped Program in Junior High Schools. Tulsa, Oklahoma: Tulsa Public Schools - 1967.

VOCATIONAL VOCABULARY

machine	polish	scrape	sweep	absent	column
margarine	portion	screwdriver	table	adjust	complain
measure	pot	scrub	tag	adult	condition
meat	pound	seats	taillights	agency	copy
mechanic	press	serve	tape	alert	corn
menu	price	set up	task	assist	corsage
mop	pump	shape	thread	assistant	cost
motor	quart	shelf	ticket	baby sitter	cotton
muffin	quarter	shift	time	barn	count
mustard	quick	shine	tip	barber	counter
napkin	rack	shocks	tire	beauty shop	country
necessary	radiator	short order	training	bellhop	courteous
needle	rare	signs	tray	bootblack	cover
order	raw	silverware	tow	borrow	cow
odor	recipe	Simonize	tube	bowling alley	cream
ounce	refrigerator	skillet	tubeless	bows	cut
owner	remove	slice	uniform	cabinet	daily
pail	restaurant	soap	vegetable	caddy	damage
pan	rim	sort	vehicle	card	day
pantry	rinse	spare	waiter	cash	deliver
pastry	road map	spatula	waitress	chair	department
patch	rolls	spoon	wash	change	deposit
peel	safety	spice	weigh	charge	desk
pencil	salad	spray	well-done	check	directory
pepper	salt	stack	wheel	children	door
permanent	sandwich	stain	wide	chores	dozen
pie	sauce	steak	windshield	classified	dress
pint	saucer	straight	wipe	clerk	dressing
plate	scissors	sugar	wiper	close	duties
pliers	scour	sun visor	wrench	collect	early

Tulsa Public Schools. Curriculum Suggestions for the Educable Mentally Handicapped Program in Junior High Schools. Tulsa, Oklahoma: Tulsa Public Schools - 1967.

VOCATIONAL VOCABULARY

egg	grass	machine	practice	turkey
elevator	greens	manners	prompt	typewriter
employee	greeting	masking tape	public	typewriter ribbon
employer	hay	material	qualification	wagon
endorse	hill	meat	register	water
entrance	hobby shop	memory	regulation	wheat
envelope	horse	mending tape	report	wire
eraser	identification	milk	respect	wrapping paper
errand	income	morning	ribbon	yard ³²
evening	information	net	riding academy	
farm	initial	newspaper	rules	
farmer	inspect	night	salary	
feed	installment	notice	save	
file	issue	notify	schedule	
filing	kennel	oats	scissors	
find	key	office	scotch tape	
fine	knock	orange	section	
finish	label	order	sheep	
firm	ladder	outline	shelf	
flowers	land	outside	shipping clerk	
flower pot	lawn	paper	stable	
flower shop	lawn mower	paycheck	stack	
foil	lend	pen	stamps	
form	letter	pencil	storeroom	
fruit	library	pension	supplies	
garden	list	pick	styrofoam	
gift	livestock	politeness	test	
glass	load	position	tractor	
golf course	loan	poster	trim	
grain	locate	poultry	truck	

Tulsa Public Schools. Curriculum Suggestions for the Educable Mentally Handicapped Program in Junior High Schools. Tulsa, Oklahoma: Tulsa Public Schools - 1967.

Brolin, D.E. Life Centered Career Education: A Competency-Based Approach.
Reston, Va.:Council for Exceptional Children. 1978.

Curriculum Area	Competency		
Daily Living Skills	1. Managing Family Finances	1. Identify money and make correct change	2. Make wise expenditures
	2. Selecting, Managing, and Maintaining a Home	6. Select adequate housing	7. Maintain a home
	3. Caring for Personal Needs	10. Dress appropriately	11. Exhibit proper grooming and hygiene
	4. Raising Children, Enriching Family Living	14. Prepare for adjustment to marriage	15. Prepare for raising children (physical care)
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills	19. Plan balanced meals
	6. Buying and Caring for Clothing	24. Wash clothing	25. Iron and store clothing
	7. Engaging in Civic Activities	28. Generally understand local laws & government	29. Generally understand Federal Government
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities	35. Know activities and available community resources
	9. Getting around the Community (Mobility)	40. Demonstrate knowledge of traffic rules & safety practices	41. Demonstrate knowledge & use of various means of transportation
Personal-Social Skills	10. Achieving Self Awareness	43. Attain a sense of body	44. Identify interests and abilities
	11. Acquiring Self Confidence	48. Express feelings of worth	49. Tell how others see him/her
	12. Achieving Socially Responsible Behavior	53. Know character traits needed for acceptance	54. Know proper behavior in public places
	13. Maintaining Good Interpersonal Skills	58. Know how to listen and respond	59. Know how to make & maintain friendships
	14. Achieving Independence	62. Understand impact of behaviors upon others	63. Understand self organization
	15. Achieving Problem Solving Skills	66. Differentiate bipolar concepts	67. Understand the need for goals
	16. Communicating Adequately with Others	71. Recognize emergency situations	72. Read at level needed for future goals
Occupational Guidance & Preparation	17. Knowing & Exploring Occupational Possibilities	76. Identify the personal values met through work	77. Identify the societal values met through work
	18. Selecting & Planning Occupational Choices	82. Identify major occupational needs	83. Identify major occupational interests
	19. Exhibiting Appropriate Work Habits & Behaviors	87. Follow directions	88. Work with others
	20. Exhibiting Sufficient Physical Manual Skills	94. Demonstrate satisfactory balance and coordination	95. Demonstrate satisfactory manual dexterity
	21. Obtaining a Specific Occupational Skill		
	22. Seeking, Securing, & Maintaining Employment	98. Search for a job	99. Apply for a job

Subcompetencies

FIGURE 2-2
Life Centered Career Education Competencies

3. Obtain and use bank and credit facilities	4. Keep basic financial records	5. Calculate and pay taxes		
8. Use basic appliances and tools	9. Maintain home exterior			
12. Demonstrate knowledge of physical fitness, nutrition, & weight control	13. Demonstrate knowledge of common illness prevention and treatment			
16. Prepare for raising children (psychological care)	17. Practice family safety in the home			
20. Purchase food	21. Prepare meals	22. Clean food preparation areas	23. Store food	
26. Perform simple mending	27. Purchase clothing			
30. Understand citizenship rights and responsibilities	31. Understand registration and voting procedures	32. Understand Selective Service procedures	33. Understand civil rights & responsibilities when questioned by the law	
36. Understand recreational values	37. Use recreational facilities in the community	38. Plan and choose activities wisely	39. Plan vacations	
42. Drive a car				
45. Identify emotions	46. Identify needs	47. Understand the physical self		
50. Accept praise	51. Accept criticism	52. Develop confidence in self		
55. Develop respect for the rights and properties of others	56. Recognize authority and follow instructions	57. Recognize personal roles		
60. Establish appropriate heterosexual relationships	61. Know how to establish close relationships			
64. Develop goal seeking behavior	65. Strive toward self actualization			
68. Look at alternatives	69. Anticipate consequences	70. Know where to find good advice		
73. Write at the level needed for future goals	74. Speak adequately for understanding	75. Understand the subtleties of communication		
78. Identify the remunerative aspects of work	79. Understand classification of jobs into different occupational systems	80. Identify occupational opportunities available locally	81. Identify sources of occupational information	
84. Identify occupational aptitudes	85. Identify requirements of appropriate and available jobs	86. Make realistic occupational choices		
89. Work at a satisfactory rate	90. Accept supervision	91. Recognize the importance of attendance and punctuality	92. Meet demands for quality work	93. Demonstrate occupational safety
96. Demonstrate satisfactory stamina and endurance	97. Demonstrate satisfactory sensory discrimination			
100. Interview for a job	101. Adjust to competitive standards	102. Maintain postschool occupational adjustment		

RECOMMENDED CAREER EDUCATION MATERIALS

At Least A Thousand Things To Do, Incentive Publications (Cole)

Career People - Wooden Figures (Cole)

Career Cards - Milton Bradley (Cole)

I Love Reading: All About People and Places (Reading Level 1.6) Ditto
Masters Instructional Fair - Cole

Career Association Cards - DLM

Familiar Sounds - Career - DLM

Functional Signs - DLM

Occupational Match-Up - DLM

Building Match-Up - DLM

Career Identity Cards - DLM

Career Flip-Book - DLM

Jobs Around Us - Level A

Workers We Know - Level B

Crossword Puzzles
Community Helpers
People Working Today Series

Occupational Photographs

Living in America Series
Community
Shopping
Home

Health/A New Look - Unlimited Learning

Health/A New Look Series
Cleanliness
Exercise
Teeth
Nutrition

Filmstrip House - Nutrition

Milk
Bread - Cereal
Meat
Fruit and Vegetables

Filmstrip House - Whys of Elementary Science

Our Bodies
How Bones and Muscles Work
How Our Body Works and Grows

Careers with Jobbo (cassette tape/duplicating masters)

Career Cards (25 awareness activities)

World of Work Set 2 (filmstrip/cassette tapes)

Fathers Work (filmstrips)

Mothers Work, Too (filmstrips)

Jobs in Health Services (filmstrip/cassette tape)

*Coloma Community Schools - Teaching Units

Me - Kindergarten Level
Inside Me - Kindergarten Level
School Workers - Kindergarten Level
Community Helpers - Kindergarten Level
Friendship - Grade 1
The Food Store - Grade 1
My Environment - Grade 2
Baking Industry - Grade 2
Fire Fighters - Grade 2
Responding Behaviors - Grade 3
Restaurant Industry - Grade 3
Postal Workers - Grade 4
Police Workers - Grade 4
Our Group and Me - Grade 5
My Feelings are Me - Grade 5

Houston Independent School District. Special Education Elementary Career Guide, Curriculum Bulletin 82CMB31, 1982.

The R-FVII IS REVISED!

For many years the **Reading-Free Vocational Interest Inventory (R-FVII)** has offered you a respected, widely used picture interest inventory to aid teachers and counselors in vocational training and job placement of individuals with reading and language problems.

Now the Reading-Free Vocational Interest Inventory-Revised brings you:

ONE FORM

a single test booklet for males and females, alike. Both sexes use the same inventory booklet in selecting job activities in all 11 interest areas. The single form is in compliance with Federal Title IX prohibiting sex discrimination in education.

NORMS

ten separate normed distributions by type of handicap, age, and sex. Norms for public school educable mentally retarded (EMR), learning disabled (LD), and adult sheltered workshop individuals are reported in the manual.

NATIONAL STANDARDIZATION

based on a randomized sample of 10,523 youth and adults representing urban, rural, and inner city school systems and training centers from geographical regions of the United States.

NEW ILLUSTRATIONS

many drawings modified to avoid persons appearing in stereotypic occupational roles. Reliability and validity established through extensive item analyses on subgroups in the standardization sample.

NEW DERIVED SCORES

includes the addition of stanines with equivalent normalized standard T scores and percentile ranks.

ADMINISTRATION & SCORING

easily administered to individuals or groups within 20 minutes or less. Hand scoring is fast and simple using the detachable score sheet on the test booklet. On the reverse side of the score sheet is the individual Profile Sheet (IPS) for plotting the examinee's vocational interests on a profile graph.

Write today for
ordering & price
list information



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CAREER DEVELOPMENT PHASES



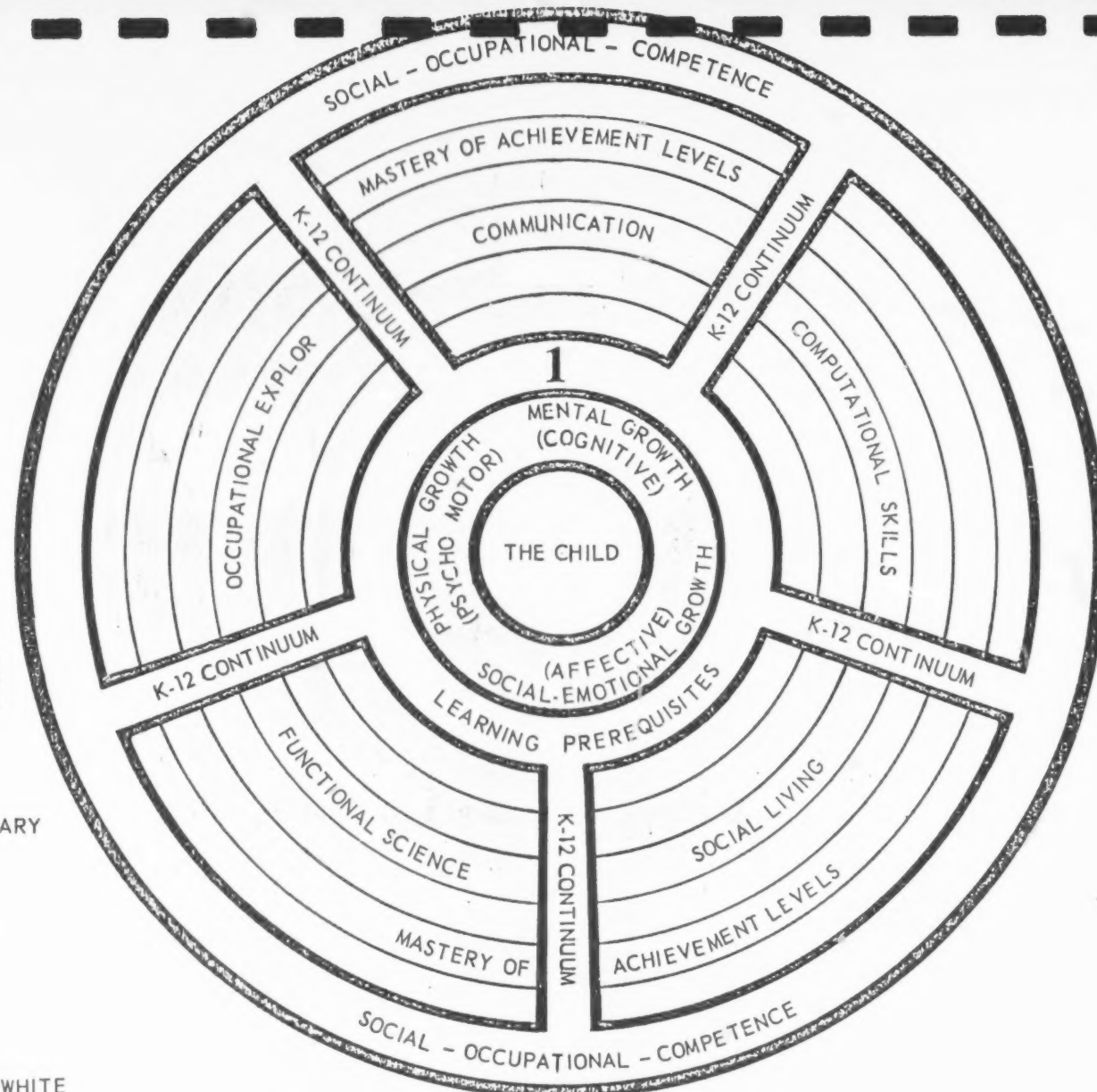
Developed as part of Career Education Project, Iowa State University

State of Iowa, Department of Public Instruction. Career Development
of Special Education Students.

Curriculum Model

LEGEND

1. LEARNING PREREQUISITES - CANARY
2. COMMUNICATIONS - PINK
3. COMPUTATIONAL SKILLS - WHITE
4. SOCIAL LIVING - CANARY
5. FUNCTIONAL SCIENCE - PINK
6. OCCUPATIONAL EXPLORATION - WHITE



Clark County School District. EMR Guide K-12. Clark County School District, Nevada: 1972.

WORK MOTIVATORS

Student's Name: _____ D.O.B: _____ Sex _____

Evaluator's Name: _____ Phone: _____

School/Site: _____

Which of the following motivators are effective and have been used with this individual?

MOTIVATING FACTOR	EFFECTIVENESS											USED		
	None	Mildly				50/50	Highly				Totally	O	S	N
Positive:	0	1	2	3	4	5	6	7	8	9	10	F	L	E
1. Praise (by whom)	0	1	2	3	4	5	6	7	8	9	10	T	D	V
2. Awards (specify)	0	1	2	3	4	5	6	7	8	9	10	E	O	E
3. Free Time	0	1	2	3	4	5	6	7	8	9	10	N	M	R
4. Edibles (specify)	0	1	2	3	4	5	6	7	8	9	10			
5. Money	0	1	2	3	4	5	6	7	8	9	10			
6. Tokens	0	1	2	3	4	5	6	7	8	9	10			
7. Association with peers/friends	0	1	2	3	4	5	6	7	8	9	10			
8. Privileges (specify)	0	1	2	3	4	5	6	7	8	9	10			
Negative:	0	1	2	3	4	5	6	7	8	9	10			
9. Verbal Correction	0	1	2	3	4	5	6	7	8	9	10			
10. Isolation	0	1	2	3	4	5	6	7	8	9	10			
11. Consequences (specify)	0	1	2	3	4	5	6	7	8	9	10			
12. Withdraw privileges (specify)	0	1	2	3	4	5	6	7	8	9	10			
13. Other	0	1	2	3	4	5	6	7	8	9	10			

Developed by: John Grisafe, Office of Riverside County Superintendent of Schools

COOKING TERMINOLOGY

Utensils

Knife
Fork
Spoon
Spatula

Cookware

Bowls
Pots
Pans
Baking Dish

Appliances

Toaster
Blender
Mixer
Can Opener
Skillet
Griddle
Hot Plate
Broiler
Microwave
Coffee Maker
Refrigerator

Food Groups

Meat
Milk
Bread
Fruits/Vegetables

Food Items

Milk
Bread
Eggs
Cheese
Butter
Ham
Nuts
Carrot
Apple
Jelly
Cereal
Soup
Crackers
Pie
Ice Cream
Cake
Peas
Lettuce
Hot Dogs
Spinach
Green Beans
Salad
Oranges

Cooking Words

Beat
Stir
Mix
Bake
Cook
Boil
Simmer
Sift
Blend
Knead
Grease
Degrees
Sprinkle
Mash
Melt
Spread
Dip
Combine
Pour
Add
Cool

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